

“I AM A RAINDROP!” NARRATIVE WRITING STRATEGIES AND SELF-
REGULATED STRATEGY DEVELOPMENT FOR FOURTH AND
FIFTH GRADE STUDENTS WITH WRITING
AND BEHAVIORAL DIFFICULTIES

By

Karin Sandmel

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Approved:

Professor Karen Harris

Professor Steve Graham

Professor Kathleen Lane

Professor Deborah Rowe

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To my first teachers, my mom and dad,
Michele and Sheldon.

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TABLE OF CONTENTS

DEDICATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
Chapter	
I. INTRODUCTION	1
Three-tiered model of prevention	3
Writing and self-management	6
Self-regulated strategy development and students with EBD	7
SRSD in a three-tiered model of prevention	10
The current study	13
Research questions	13
II. METHOD	15
Participants	15
Setting	15
Primary prevention plan	18
Writing practices	19
Participant Selection	21
Student risk screening scale	21
District writing assessment	22
Identified students	22
SRSD intervention procedures	23
Characteristics of SRSD	26
Stages of instruction	27
Develop background knowledge	28
Discuss it	29
Model it	29
Memorize it	31
Support it	31
Independent performance	33
Writing instructor training	33
Treatment fidelity	34
Descriptive measures	35
WISC-IV	35

Woodcock Johnson III	35
Social skills rating system – teacher version	35
Social skills rating system – parent version	36
Writing measures	36
Writing prompts	36
Administration	37
Writing elements	38
Evidence of strategy use	39
Writing quality	39
Length	40
Behavior measures	40
Writing engagement	40
Writing persistence	41
Social validity	42
Intervention rating profile – 15	42
Children’s intervention rating profile	42
Experimental Design	43
III. RESULTS	45
Writing performance	45
Baseline writing performance	45
Intervention writing performance	49
Post-instruction writing performance	50
Writing behaviors	52
Writing engagement	52
Writing persistence	53
Social Validity	56
IRP – 15	56
CIRP	57
Academic achievement	57
IV. DISCUSSION	59
Limitations	64
Future research	69
Appendix	
A. WRITING PROMPT DEVELOPMENT	72
B. DISTRICT SCORING RUBRIC	78
C. LESSON PLANS	81
D. TEST INSTRUCTIONS	202
E. ELEMENTS SCORING RUBRIC	204
F. QUALITY SCORING RUBRIC	207
G. SAMPLE STUDENT WRITING	209

REFERENCE.....	222
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LIST OF TABLES

Table	Page
1. Characteristics of Students with Writing and Behavior Difficulties	16
2. Descriptive Characteristics of Instructional Sessions, Treatment Fidelity, and Social Validity	24
3. Writing Outcomes for Students with Writing and Behavioral Difficulties	46
4. Writing Behavior Outcomes for Students with Writing and Behavioral Difficulties	54

LIST OF FIGURES

Figure	Page
1. Narrative Elements for Students with Behavior and Writing Difficulties by Phase	48

CHAPTER I

INTRODUCTION

Too many students with or at risk for emotional and behavioral disorders (EBD) are not succeeding academically in schools. In a meta-analysis, Reid, Gonzalez, Nordness, Trout, and Epstein (2004) reported the academic performance of students with EBD when compared to students without disabilities was significantly lower in reading, math, spelling, and written expression. In a second study, Nelson, Benner, Lane, and Smith (2004) conducted a cross-sectional study of 155 students with EBD and assessed all students using the Woodcock Johnson – III (WJ-III; Woodcock, McGrew, & Mather, 2001) as a measure of academic achievement. Based on the standard scores of the WJ-III, the authors reported large academic achievement gaps across all grade levels (K -12) for students with EBD across all content areas (e.g., reading, math, writing). Students with or at risk for EBD need academic interventions to improve their academic achievement.

Interventions for students with or at risk for EBD typically address their behavioral and social skills, and not their academic needs. Academic interventions for students with EBD have not been sufficiently examined to address their behavioral, academic, and social needs to improve their academic achievement (Lane, 2004), particularly in the area of writing. Wehmeyer, Field, Doren, Jones, and Mason (2004) argued one way for students with disabilities to improve their academic achievement and gain access to the general education curriculum is to instruct students to develop and use strategies to improve their self-determined behaviors. Field, Martin, Miller, Ward, and Wehmeyer (1998a) identified several self-determined behaviors that students with

disabilities have benefited from learning including: self-awareness (e.g., preferences, interests, wants, needs), self-regulation skills (e.g., self-monitoring, self-evaluation), problems-solving skills, independently setting, evaluating, and achieving goals, self-advocacy skills, and developing self-confidence. The Self-Regulated Strategies Development (SRSD) approach, developed by Graham and Harris (2003), incorporates self-regulation strategies (e.g., goal setting, self-instruction, self-monitoring, self-reinforcement) in instruction, similar to the self-determined behaviors Field et al., suggested students learn to access the general education curriculum. Students with disabilities and who struggle with writing develop both academic and self-regulation strategies when instructed through SRSD (Graham & Harris, 2003). Through SRSD, students are able to access the general education writing curriculum.

The purpose of this study was to investigate the effectiveness of the SRSD approach with a new on-demand writing strategy, developed to address a state writing competency test, for improving the writing outcomes for students who are identified with writing and behavior difficulties through data collected as part of the schools' primary prevention program. The schools implemented a comprehensive, integrated, three-tiered model of prevention including academic (Response-to-Intervention; RtI), behavioral (Schoolwide Positive Behavior Support; SWPBS), and social skills (Character Under Construction Curriculum) components. In this section, a description of the three-tiered framework is provided. Next, research on the use of self-regulation strategies and writing strategies with students with or at risk for EBD for improving their academic performance is presented. Then, a literature review of SRSD as a tier two academic

intervention within a three-tiered prevention model is presented. Finally, the purpose of this research study and the research questions are provided.

Three-Tiered Model of Prevention

The comprehensive, integrated three-tiered model of prevention is a data-driven model designed to systematically identify and support students academically, behaviorally, or socially (Lane, Menzies, & Kalberg, in press). In this model, three tiers of prevention are developed: (a) primary prevention, (b) secondary prevention, and (c) tertiary prevention. Lane et al. describe the primary prevention plan as being implemented schoolwide and is designed to prevent harm from occurring for all students and staff in all settings (e.g., hallway, cafeteria). Academically, teachers employ the use of evidence-based practices in the general education classrooms (Bradley, Danielson, & Doolittle, 2007). All students are universally screened periodically throughout the school year in core academic areas (e.g., reading, mathematics). After the screening is completed, students identified with academic difficulties are monitored on their academic progress through the use of curriculum-based measures (Fuchs & Fuchs, 2007).

Behaviorally, schoolwide expectations, values important to the school community, are developed by a team (e.g., principal, teachers, parents) and agreed upon by the school community. These schoolwide expectations (e.g., be respectful, be responsible) are explicitly taught to students in the beginning of the year and revisited periodically. Students are provided opportunities to practice and implement the behavioral expectations and are sometimes rewarded for their exceptional behavior. Similar to identifying students with academic difficulties, universal screeners are used

periodically throughout the school year to identify students with or at risk for behavior difficulties. Socially, students are encouraged to follow developed schoolwide social expectations and may engage in activities such as conflict-resolution or peer mediation. Horner and Sugai (2000) expect about 80% of students in a school will respond to tier one behavioral, social, and academic supports.

The secondary tier in the comprehensive, integrated three-tier model of prevention is to support students who are not responsive to tier one academic, behavior, or social supports. Lane, Menzies, and Kalberg (in press) describe the purpose of tier two is to reverse harm and to provide intensive academic, behavior, and social supports for students in small groups (e.g., 3 to 5 students). For students with academic difficulties, they receive intensive academic support, using research-based interventions implemented by school staff for 15 to 20 weeks (Fuchs & Fuchs, 2007). Students' academic performance continues to be monitored during the academic intervention. If students' academic performance improves upon completion of the intervention, students return to the general education classroom for tier one supports. Similarly, students identified at-risk for behavior difficulties receive small group research-based interventions to improve their behavior. These interventions may address anger management or self-monitoring of behavior. Students' behavior continues to be monitored throughout the intervention and if the behavior improves, students return to tier one. The tier two interventions may simultaneously address academic, behavior, and social difficulties students are experiencing. Approximately 10% to 15% of students will need tier two supports (Horner & Sugai, 2000).

Students who are not responsive to tier two supports, may need more intensive academic, behavior, and social supports. These students move to tier three. Lane, Menzies, and Kalberg (in press) describe the purpose of this level of support is to reduce harm. Students in tier three may be identified with several characteristics that put them at high risk for developing emotional and behavior disorders or at high risk for academic failure and need to receive specialized and individualized support. For students with academic difficulties, they may receive intensive research-based instruction in the identified content area (e.g., mathematics, reading). Similarly, for students with behavior difficulties, they may receive intensive research-based behavioral interventions. Horner and Sugai (2000) stated approximately 5% to 7% of students will need tier three support.

The comprehensive, integrated three-tiered model of prevention is designed to support all students academically, behaviorally, and socially. Typically, models of academic or behavior prevention are exclusively addressed. Response-to-intervention (RTI) is designed to address students' academic performance and the Schoolwide Positive Behavior Support (SWPBS) model is designed to address students' behavioral performance. By integrating these models, a systematic, data-driven approach is in place for identifying and supporting students academically, behaviorally, and socially. A key component to supporting students is the use of evidence-based interventions. In the next section, research on the effectiveness of self-regulation and writing strategies, specifically with students identified with or at risk for EBD, is discussed.

Writing and Self-Management

Writing is an essential skill for students to acquire to further their academic success in school. Writing is used for multiple purposes including assessment, personal expression, communication and persuasion, and the synthesis of ideas to formulate new ideas (Graham, 2006b). The writing process (e.g. planning, editing, revising, and publishing) is complex and demanding. Graham stated students do not currently meet writing requirements in school for their grade levels. Furthermore, students with EBD are not performing as well on writing tasks as students without EBD (Nelson, et al., 2004; Reid et al., 2004).

In addition to developing sufficient writing skills and strategies to succeed in school, students need to possess self-regulation skills as they move through the writing process. Self-regulation skills include students being able to set goals for an academic task, self-monitor their performance as they work through the task, self-assess their performance once the academic task is complete, and self-reinforce their behavior and performance.

Ballard and Glynn (1975) conducted a single subject, multiple-baseline-across-behaviors study with 14 third grade students who were first taught to self-assess and self-record their writing performance based on the total number of complete sentences written, number of descriptive words (adjectives and adverbs), and number of action words (verbs). Once students were able to self-assess and self-record their performance, students were reinforced for one of the writing behaviors (e.g., including complete sentences, descriptive words, action words). For reinforcement, students were awarded one point for the desired writing behavior. For each point earned, students had one

minute to use for a self-determined activity (e.g., playing games, art activity, reading self-selected book) during free time in the class. Students' performance increased, depending which behavior was contingent upon being rewarded. In addition to improving their writing behaviors when they were reinforced for them, students writing quality on their assignments improved.

Glomb and West (1990), in a single subject, multiple baseline across participants design, taught two adolescents with behavior disorders to self-regulate their behavior and creative writing performance by teaching students to use self-instruction, goal setting and implementing plans to achieve their goals, and evaluating the quality of work. Students learned to self-regulate their behavior through four steps: writing down assignments, asking for help or clarification, analyzing the writing task, and checking their work for completeness, accuracy, and neatness. Students did not learn a creative writing strategy. The authors concluded that once students were taught these self-regulation strategies, the completeness, accuracy, and neatness of their writing assignments improved. Teaching students to self-regulate the writing process was critical to helping students, including students who struggle with writing and students with EBD, improve their writing.

Self-Regulated Strategy Development and Students with EBD

Self-regulated strategy development (SRSD) is an instructional approach with more than 25 years of research support (Graham & Harris, 2003) for students with and without disabilities. More than 40 research studies (Harris, Graham, Brindle, & Sandmel, 2009) have been conducted with the SRSD approach. The premise of SRSD is to explicitly teach students how to complete academic tasks through instruction in both

academic strategies and different self-regulatory strategies (e.g. goal setting, self-monitoring, self-instruction, self-reinforcement). Students with learning disabilities (Graham & Harris, 2003), attention deficit disorder (Lienemann & Reid, 2008), and specific language impairment (De La Paz, 2001) have improved their writing performance when they were instructed in SRSD. Additionally, SRSD has been an effective approach for students in elementary schools (e.g. Sawyer, Graham, & Harris, 1992;), middle schools (e.g. Monroe & Troia, 2006; De La Paz & Graham, 1997a), and high schools (e.g. Chalk, Hagan-Burke, & Burke, 2005; Wong, 1997).

SRSD addresses students' cognitive, behavioral, and affective processes (Harris & Graham, 1999) and can be an effective intervention for students with or at risk for EBD. Students are introduced to an academic strategy (e.g., writing strategy) and they learn the purpose of the strategy and when it can be applied. Next, students are introduced to self-regulation strategies (e.g., goal setting, self-instruction, self-monitoring, self-reinforcement). Students learn to apply the academic strategies in tandem with the self-regulation strategies and monitor their performance as the strategies are applied. Students develop their self-efficacy and motivation to write because of the success they experience with the writing and self-regulations strategies. There is promising evidence that the SRSD approach may be a suitable academic intervention for students with or at risk for EBD; this work is reviewed next.

There have been six studies conducted with students with EBD or who experience writing and behavior difficulties and SRSD. Two studies were conducted with students with EBD and SRSD (Adkins, 2005; Mason & Shriner, 2008) in self-contained classrooms. In a multiple baseline across participants with multiple probes in baseline,

Adkins investigated SRSD and story writing strategies with three second and third grade students with EBD in a self-contained classroom in a public elementary school. Adkins (2005) reported the students improved their total number of story elements, maintained the number of elements, and included story elements in their generalization writing probes. The students' average scores for story writing elements, total words written, and story quality at post-instruction, maintenance, and generalization were higher than their baseline scores. Adkins concluded SRSD and the writing strategies had a positive effect on the writing performance of students with EBD.

Mason and Shriner (2008) investigated SRSD and a persuasive writing strategy with six second through fifth grade students with EBD in a self-contained classroom. Mason and Shriner measured students' writing on the total number of persuasive elements, essay quality, total words written, and number of transition words used. Writing measures were collected at baseline, during instruction, post-instruction, and maintenance (four weeks after instruction ended). Mason and Shriner concluded SRSD and the persuasive writing strategies had a positive effect on improving students' writing performance. In these studies, the students identified with EBD were instructed in self-contained classroom. In recent years, SRSD has been used as a tier two intervention to support students with writing and behavior difficulties in schools implementing the three-tiered models of prevention. In the next section, the effectiveness of SRSD as a tier two intervention with in a three-tiered model of prevention is discussed.

SRSD in a Three-Tiered Model of Prevention

Four studies have been conducted with students who struggle with writing and are at risk for EBD in a three-tiered model of prevention (Lane, Harris, Graham, Weisenbach, Brindle, & Morphy, 2008; Little, Lane, Harris, Graham, Story, & Sandmel, 2010; Lane, Graham, Harris, Little, Sandmel, & Brindle, in press; Lane, Harris, Graham, Driscoll, Sandmel, Morphy, & Hebert, 2010). Lane et al. (2008) conducted a single subject, multiple baseline-across-participants with multiple probes during baseline study with six second grade students identified as struggling writers and at risk for EBD through the collection of data that are part of regular school practices. Students were taught a story writing strategy through SRSD instruction as a tier two intervention within a SWPBS context. Students were instructed three to four times a week for 30 min sessions, for a total of 10 -15 sessions. Lane et al. reported students' story elements, writing quality, and total words written improved from baseline to post-instruction and maintained over time.

Little et al. (2010) conducted a single subject, multiple baseline-across-participants with multiple probes at baseline study with second grade students (N = 13) identified as struggling writers and at risk for EBD in schools with developed SWPBS plans. Seven students were identified as displaying externalizing (e.g., acting out, lying, verbal aggression) characteristics and six students displayed internalizing (e.g., shy, depressed, anxious) characteristics. Students were taught an opinion writing strategy through the SRSD approach as a tier two intervention three to four times a week for 30 min sessions for 11 – 14 instructional sessions. Little et al. (2010) concluded SRSD instruction had positive effects for students with externalizing or internalizing

characteristics. Students increased the number of opinion elements in their essays and were able to maintain them over time. The writing quality and length of the essays varied between the students with some students improving and some students not improving.

In a third study, Lane et al., (in press) conducted a single subject, multiple baseline-across-participants with multiple probes during baseline, study with second grade students ($N = 13$) who were identified as struggling writers and at risk for EBD. Seven students were identified as displaying externalizing (e.g., acting out, lying, verbal aggression) and six students displayed internalizing (e.g., shy, depressed, anxious) characteristics. These students were taught a story writing strategy through SRSD instruction. Students were administered pretest, posttest, and maintenance writing probes where they were asked to write a story about a black and white picture. All writing probes were scored for elements, quality, and length. Trained research assistants met individually with students 3-4 times a week for 30 min sessions, lasting 3 – 6 weeks. Lane et al., concluded SRSD had a positive impact for improving the total number of story elements for internalizing and externalizing students. The authors reported mixed outcomes for writing quality and the total number of words written.

In a fourth study Lane, et al. (2010) conducted a randomized controlled trial to investigate the effectiveness of the SRSD approach and two writing strategies with 44 second grade students with writing and behavior difficulties. The 21 students in the control group received writing instruction in the general education classroom, a combination of the process writing approach and traditional writing skills. The 23 students in the experimental group, in addition to receiving writing instruction in the general education classroom, worked individually with trained research assistants to learn

an opinion and story writing strategy through the SRSD approach. Teachers worked with students 3 to 4 times a week for 30 min sessions. Students learned the opinion writing strategy in 9-13 sessions and the story writing strategy in 9-13 sessions.

On the pretest writing samples, Lane et al. (2010) found no significant differences between the experimental group and control group based on the number of opinion elements and story elements. At posttest, students in the experimental group, when administered the writing prompts individually, significantly differed from students in the control group in opinion elements ($p < .0001$), length ($p = .0007$), and quality ($p = .0003$). The authors reported, at posttest, students in the experimental group differed significantly from students in the control group on story elements ($p = .0005$) and story quality ($p = .0002$), but not length, when students were administered writing prompts individually. Lane et al., concluded students in the experimental group benefited from learning the self-regulation and writing strategies. Further, once students were familiar with the self-regulation strategies, they were able to quickly learn a new writing strategy.

There is preliminary evidence of the positive impact SRSD and writing strategies, used as a tier two intervention in a three-tiered model of prevention, has had on improving the writing performance of young students with writing and behavior difficulties. In the previous studies, students improved the total number of story or persuasive writing elements, the writing quality, and the length of the compositions. There were mixed results for teacher and student attitudes towards the intervention. It is necessary to continue to examine the feasibility of the SRSD approach within a three-tiered model of prevention, particularly looking at the grade level of the students, inclusion criteria based on the schoolwide data that is collected, alternative writing

strategies (e.g., on-demand writing), and the instructional setting the intervention is delivered (e.g., individually vs. small group).

The Current Study

The purpose of this study was to extend the previous SRSD research (Harris, Graham, & Mason, 2003) as a tier two intervention within the context of a three-tiered model of prevention. First, a different population of students was taught self-regulation strategies and on-demand writing strategies within the three-tiered model of prevention. Students were fourth and fifth grade students with writing and behavior difficulties. Second, students learned a new writing strategy that was aligned with the state and district writing test. Students learned an overall planning strategy that helped them respond to the state writing prompt, a Story About Me, and made them aware of their audience. The second writing strategy helped students plan and organize their writing.

Third, students worked individually, in pairs, or groups of three. Fourth, because students worked in small groups, different behavioral and academic modifications and accommodations were needed. We had the opportunity to learn how to best meet the needs of students who were with writing and behavior difficulties in a different type of environment.

Research Questions

There were three primary research questions: (a) does SRSD and on-demand writing strategies improve the writing performance and writing behavior of fourth and fifth grade students with writing and behavior difficulties; (b) do teachers and students

view the SRSD approach to be socially valid; and (c) what modifications need to be made to the SRSD approach to meet the needs of fourth and fifth grade students with writing and behavior difficulties?

CHAPTER II

METHOD

Participants

The participants in this study were 8 fourth (N = 4) and fifth (N = 4) grade students (6 boys, 2 girls) who attended two inclusive elementary (grades K – 5) schools employing a comprehensive, integrated, three-tiered model of prevention with academic, behavioral, and social skills components in the Southeastern United States. Students were identified, through regular data collection practices implemented in the schools, as showing soft signs of EBD and struggling with writing (description of screening procedures follows, see Table 1). All of the students were Caucasian and their ages ranged between 9.4 and 11.2 years. Students were administered the vocabulary and block subtests of the Weschler Intelligence Scale for Children, Fourth Edition (WISC-IV; Wechsler, 2003) as a measure of their cognitive ability. The students' scores were in the average range (85.5 – 114.5; see Table 1), with one student, Jess, scoring in the high average range (score of 123.2). The reliability coefficient of the WISC – IV is .91.

Setting

This study took place in two rural inclusive elementary (grades K-5) schools in the Southeastern United States. The populations of the two elementary schools were 450 and 650 students. Students attending the schools were primarily Caucasian (93% to 94%), and the student populations included students of Hispanic (2%-5%), African American

Table 1. *Characteristics of Students with Writing and Behavior Difficulties.*

Student	Toby	Adam	Trey	Jess	Cora	Vera	Dan	Vance
Leg	1	1	2	2	2	3	3	3
General								
Demographics								
Age in years	9.6	9.6	11.2	10	9.3	10.1	10.22	9.6
Gender	Male	Male	Male	Male	Female	Female	Male	Male
Ethnicity	C	C	C	C	C	C	C	C
WISC-IV	114.5	97.1	91.3	123.2	85.5	105.8	105.8	108.7
WJ-III (pre; SS)	97	95	96	103	94	113	108	102
WJ-III (post; SS)	111	106	96	93	115	112	105	114
Screening								
DWA	2	1	1	3	3	2	3	2
SRSS	5	6	13	7	6	9	6	8
SSRS-T (pre)								
Social Skills (SS)	80	96	74	84	83	66	85	85
Problem Behavior (SS)	106	100	115	123	128	130	112	127
Academic Comp (SS)	70	82	80	82	79	85	84	84
SSRS-P (pre)								
Social Skills (SS)	101	118	104	96	98	64	113	100
Problem Behavior (SS)	86	97	112	120	84	119	86	112
SSRS-T (post)								
Social Skills (SS)	89	99	82	92	100	89	98	87
Problem Behavior (SS)	106	93	110	123	103	106	108	137
Academic Comp (SS)	83	89	72	94	78	91	86	83

Table 1. continued

SSRS-P (post)	NA	NA	NA	86	112	68	96	101
Social Skills (SS)								
Problem Behavior	NA	NA	NA	112	84	126	89	100
(SS)								
Office Discipline Referrals	1	1	11	2	0	0	0	3

Note. C = Caucasian; IQ = intelligence quotient; WJ-III = Woodcock Johnson – III Test of Achievement, Writing Sample Subtest; SS = standard score; SRSS = student risk screening scale; SSRS-T = Social Skills Rating System – teacher version; SSRS-P = Social Skills Rating System – parent version; NA = information not available

number of students receiving free/reduced lunch ranged from 14% to 40%. Both schools were in good standing under the No Child Left Behind Act.

Primary prevention plan. The participating schools in this study employed a primary prevention plan to support students behaviorally, academically, and socially and regularly collected data on student performance. To support students behaviorally, the schools implemented a three-tiered comprehensive, integrated model of prevention to address students' behavioral, academic, and social skills development. Teachers, staff, and parents developed schoolwide behavioral expectations (e.g., readiness, responsibility, respect, cooperation). Students were explicitly taught the behavioral expectations and the appropriate behaviors were demonstrated in all areas of the schools (e.g., hallway, cafeteria, classroom, playground). Students were rewarded with SWPBS tickets for appropriate social, academic, and behavioral interactions with peers, faculty, staff, and parents. At designated times throughout the school year, students traded their accumulated tickets for different rewards (e.g., lunch with the principal, homework pass, preferred seating in the cafeteria, extra recess). To further support students' behavior, part of the primary prevention plan included teachers regularly (3 times a year) completing the Student Risk Screening Scale (SRSS; Drummond; 1994) to identify and support students with behavior difficulties and monitor the overall level of risk in the school building.

Academically, students were assessed regularly in reading, mathematics, and writing. Students who struggled with these academic areas received tier two assistance from a school specialist. Students who showed improvement, returned to the general education classroom and continued receiving tier one instruction. Students who continued

to struggle in these academic areas were recommended for tier three support. To support students socially, the schools implemented the *Character Under Construction* curriculum to develop their social skills. Each month, teachers and adults focused on a character trait (e.g., caring, courage, fairness) and students were taught behaviors to exhibit these traits in different settings (e.g., school, home).

Writing practices. Prior to the beginning of the intervention, teachers who participated in the study completed the Teacher Survey of Classroom Writing Practices (Cutler & Graham, 2008). The survey is divided into three sections: 41 questions based on an 8-point Likert scale, written description of the writing program, and identifying and describing writing practices related to strategies instruction. The coefficient alphas for this measure range from .62 to .85. Based on the survey results, teachers described the general classroom writing practices they implemented were a combination of traditional writing skills (e.g., grammar, punctuation) and the process writing approach (e.g., planning, drafting, and revising). The most frequent activities teachers reported implementing in their classrooms included: conferencing with students, teaching planning and revising strategies, using graphic organizers, monitoring students writing and encouraging students to monitor their own writing, teaching sentence construction, spelling, grammar, punctuation, and capitalization skills, and using writing to support reading. Less frequent writing activities teachers reported implementing in the classroom included: handwriting skills, assigning homework, using writing centers, writing prompts, and dictation.

Teachers answered 7 items related to strategies instruction, timed writing, and teaching students to respond to the state and district writing prompt. Teachers reported

activities implemented in their classroom included teaching planning strategies for personal narratives and parts of personal narrative strategies. They also had their students practice responding to writing prompts similar to the district and state writing assessment. Teachers did not teach students timed writing strategies and self-statements. They also did not encourage students to develop personal goals, or assess and graph those goals.

In addition to the teacher self-report survey, trained research assistants (Ras) completed two 15 min observations of teachers' writing practices during each phase of the study (e.g., baseline, intervention, post-instruction). The Observation of Classroom Writing Practices measure (Agate, 2005; Graham, Harris, MacArthur, & Fink, 2003) is divided into two sections. In section one, 34 items related to skills and strategies taught, common instructional activities in process writing, instructional and assessment procedures, alternative modes of writing, and other activities were checked off as they were observed. In section two, 7 items related to strategies instruction (e.g., goal setting, monitoring writing, self-statements), taking timed tests, and responding to state or district writing prompts were checked off as they were observed. The reliability for the process writing activities and skills instruction activities is .84 and .87, respectively (Agate, 2005; Graham et al., 2003).

The activities observed most during the observations included: conferencing with students, instructional goals stated, teaching of text organization and planning skills, re-teaching skills, use of mini-lessons, strategies for taking the district writing assessment, planning a personal narrative, and the parts to include in a personal narrative. The activities observed the least during the observations included: teachers assessment of student writing, assigned homework, use of dictation, writing centers, timed writing

strategies, encouraging students to use self-statements, and student assessment of personal narratives. Based on the observation of classroom writing practices, the most and least frequent activities observed were aligned with teachers' self-reports of the activities they implemented in the classroom. Writing instruction in these schools was a combination of the process writing approach and traditional writing skills.

Participant Selection

The fourth and fifth grade students in this study were identified through the schools' regular academic and behavior data collection procedures, as students with behavior and writing difficulties. To participate in this study, students had to meet three inclusion criteria: (a) identified as at high or moderate risk for EBD, (b) struggling with writing according to district writing prompt score, and (c) not receiving special education services. Students who were identified by teachers as receiving special education services were not included in this study because they were receiving tier three academic, behavior, or social support. The purpose of this study was to investigate the success of the SRSD approach and writing strategies with students who were not yet receiving tier three services, and who could benefit from tier two intervention to improve their behavior and academic performance.

Student risk screening scale. In the fall, teachers completed the Student Risk Screening Scale (SRSS; Drummond, 1994). The SRSS has 7 items where teachers rate students on a 4-point Likert scale (*0 = never, 1 = occasionally, 2 = sometimes, 3 = frequently*) on different antisocial externalizing behaviors including: (a) stealing, (b) lying, cheating, sneaking, (c) problem behaviors, (d) peer rejection, (e) low academic

achievement, (f) negative attitude, and (g) aggressive behavior. The scores were totaled and students who received a score greater than 9 (at high risk) or between 4 – 8 (at moderate risk) were considered for the study. Students who received a score lower than a 3 (at low risk) were not asked to participate in the study. The SRSS has been positively correlated with the Aggressive Behavior subscale of the *Child Behavior Checklist* ($r = .79$; Walker, Ramsey, & Gresham, 2004) and has strong internal consistency as with an overall alpha value of 0.83 (Lane, Little, et al., 2009).

District writing assessment. As part of regular school practices, fourth and fifth grade students were administered district writing prompts in the fall. Students were asked to respond to a Story About Me writing prompt (e.g., Pretend your friend called you and said, “You aren’t going to believe what I found!” You rushed over to your friend’s home. Before you begin to write, think about what your friend found and what happened. Now write a story about what happened when your friend found something (see Appendix A for sample writing prompts). Teachers and district leaders scored students writing prompts using a 7-point Likert scale (0 – 6; see Appendix B for scoring rubric). Students must receive a 4 or higher on the assessment to pass the district writing prompt. Students who received a 1, 2, or 3 were identified as struggling writers and considered for participation in the study. Students who received a 4 or higher or 0 on the district writing assessment did not meet the inclusion criteria.

Identified students. Once teachers consented to participate in the study, parent/guardian permission forms were sent home to seventeen students who met the inclusion criteria, at high or moderate risk for EBD, struggling with writing, and not receiving special education services. Of these students, 10 students returned signed

permission forms from their parents/guardians allowing them to participate in the study. When assented, 9 students agreed to participate in the study and one student declined. During the study, one student moved during the intervention phase. Insufficient data were collected to report the effectiveness of the SRSD approach and writing strategies on his writing performance and behavior. Eight students completed the three phases (e.g., baseline, intervention, post-instruction) of the study. In the results section, I report on the writing and behavior performance of these eight students.

SRSD Intervention Procedures

Trained writing instructors taught students individually, in pairs, or groups of three students. In Leg 1, a writing instructor worked with 2 fourth grade students, Toby and Adam, for 26 sessions. In Leg 2, a trained writing instructor worked with three students, Trey, Jess (fifth grade), and Cora (fourth grade). Trey and Jess received 22 and 23 instructional sessions, respectively (see Table 2 for total number of instructional sessions). Cora received 21 instructional sessions, and due to class scheduling, she received instruction individually for the last four sessions, while Trey and Jess completed the intervention together with the RA. In Leg 3, a trained RA worked with 2 fifth grade students, Vera and Dan, for 13 sessions. The writing instructor also worked individually with a fourth grade student, Vance, for 15 sessions at a different time due to class schedules. The Ras worked with Leg 1, Leg 2, and Leg 3 students in quiet, available spaces (e.g., conference room, empty classrooms, hallways). The average length of the instructional sessions for Leg 1, Leg 2, and Leg 3 were 26 min, 29 min, and 29 min, respectively (see Table 2).

Table 2. *Descriptive Characteristics of Instructional Sessions, Treatment Fidelity, and Social Validity.*

Student	Phase	No. Sessions	Average Session Time	Writing Instructor Self-Report Fidelity		Fidelity Observer Collected % of Sessions	Observer Fidelity		Social Validity	
				% Completed*	(SD)		% Completed*	(SD)	IRP-15	CIRP
Toby	Baseline								71	40
	Intervention	26	26min	100.00%	0.00	40.00%	100.00%	0.00		
	Post-Instruction								84	39
Adam	Baseline								75	32
	Intervention	26	26min	100.00%	0.00	36.00%	100.00%	0.00		
	Post-Instruction								81	37
Trey	Baseline								67	37
	Intervention	22	29min	99.00%	0.03	40.91%	100.00%	0.00		
	Post-Instruction								36	42
Jess	Baseline								32	35
	Intervention	23	29min	99.00%	0.03	39.13%	100.00%	0.00		
	Post-Instruction								88	24
Cora	Baseline								88	32
	Intervention	21	29min	99.00%	0.03	33.33%	100.00%	0.00		
	Post-Instruction								80	32
Vera	Baseline								67	28
	Intervention	13	29min	100.00%	0.00	38.46%	100.00%	0.00		

Table 2. continued

Dan	Post-Instruction								40	39
	Baseline								62	37
	Intervention	13	29min	100.00%	0.00	38.46%	100.00%	0.00		
Vance	Post-Instruction								39	42
	Baseline								90	37
	Intervention	15	29min	99.00%	0.02	33.33%	97.92%	0.71		
	Post-Instruction								90	40

Note. TF = treatment fidelity; IRP-15 = Intervention Rating Profile – 15; CIRP = Children’s Intervention Rating Profile.

- % Completed = Average percentage of components completed across all lessons completed

Characteristics of SRSD. Five characteristics of SRSD instruction address the individual needs of students (Harris, Graham, Brindle, & Sandmel, 2009). First, instruction is individualized to meet the specific behavioral and academic support students need to succeed. Students differ in the types of supports they need as they move through the writing process. Students may need additional behavioral support (e.g., behavior specific praise, opportunities to respond) to move through the writing process, whereas, other students may need additional academic support (e.g., more collaborative writing, additional modeling) before they adopt and take ownership of the writing strategies. The SRSD approach can be tailored and modified to meet students' behavioral and academic needs.

Second, students agree to commit to learning and applying the writing and self-regulation strategies. Teachers and students work collaboratively through the planning and writing process. Teachers support students and withdraw support as students take ownership over the writing and self-regulation strategies, but readily scaffold students throughout the planning and drafting processes until students apply the writing and self-regulation strategies independently.

Third, the goals for writing are explicitly stated, challenging, and achievable. Teachers and students discuss the goals for writing (e.g., fun to read, fun to write, makes sense, has several parts, captures readers' attention), and look at samples of writing that students can use as models for their own writing. The goals for writing, though challenging, are achievable once students have committed to learning the tricks. Once students have mastered the tricks and the goals for writing are achieved, the goals may be changed to keep students motivated and address different areas of writing (e.g., catchy

opening, sentence fluency). If the goals for writing are too challenging, they may be modified to simpler goals or changed to meet students' writing abilities and enable them to have success with writing.

Fourth, instruction is criterion-based, rather than time-based. Teachers encourage students to meet their writing goals at their own pace. Some students may quickly adopt and apply the writing and self-regulation strategies, while some students may need additional time before they can independently perform the writing and self-regulation strategies. Fifth, the stages of instruction can be repeated or skipped based on students' writing needs and their motivation for writing. Students may not need many opportunities to write collaboratively but instead move quickly to independent performance, whereas other students may need to work harder memorizing the writing strategy mnemonics, more opportunities to read model papers, or additional support during collaborative writing. The stages of instruction can be repeated until students master the writing task or skill.

Stages of Instruction

Students were taught self-regulation strategies (e.g., goal setting, self-monitoring, self-instructions, self-reinforcement) and two writing strategies through the Self-Regulation Strategies Development (SRSD; Graham & Harris, 2003) approach. These writing strategies were developed to help students learn to write for their state writing assessment. Students learned one planning strategy to respond to writing prompts (TACO; T – What is the topic of my writing prompt?; A – Audience, who will read my Story About Me?; C – Carefully read the writing prompt; O – Organize my notes).

Students were also taught a planning strategy to organize their notes (TOWER – T – Tell who, when, and where; O – Order of events, beginning, middle, and end; W – What did the characters feel?; E – Exciting million dollar words; R – Review my notes and begin to write). Students learned to apply the writing and self-regulation strategies through six stages of instruction: develop background knowledge, discuss it, model it, memorize it, support it, and independent performance (See Appendix C for lesson plans).

Develop background knowledge. During the develop background knowledge stage, writing instructors and students discussed the purpose of strategies (tricks). Students were taught that the tricks would help them organize their thoughts, plan their stories, and improve their writing. Writing instructors and students discussed writing prompts (e.g., district and state writing prompts) and the genre of the writing prompts (Story About Me). Students were told that a Story About Me may be a true or fictional story, and that in many instances, especially when they are given a writing prompt, it will be a fictional story where they are the main character.

Students were introduced to TACO and TOWER. Students learned the purpose of each part, to write TACO on their writing prompt, and make notes for the parts. Students, through the use of TACO, first identified the topic of the writing prompt (T – what is the topic of my writing prompt?). Next students identified the audience (A – Audience, who will read my writing prompt?). Students were told the audience was a teacher they did not know, but who knows writing. Writing instructors and students discussed the importance of the audience and established goals for writing (e.g., makes sense, has all its parts, fun to read, uses exciting words, fun to write, captures the reader’s attention). Students identified parts present in the writing prompt (C – Carefully read the writing prompt) and

circled or underlined the parts. Writing instructors and students discussed the importance of the parts and that they needed to be included in the Story About Me. Finally students learned to organize their notes (O – Organize my notes) using the TOWER mnemonic.

Students were introduced to the TOWER mnemonic and discussed the different components of TOWER (T – Tell who, when, and where; O – Order of events, beginning, middle, and end; W – What are the characters’ feelings?; E – Exciting million dollar words; R – Review my notes and begin to write). Students discussed these parts in different stories familiar to them and identified the story components in model stories read out loud to them. While the stories were read, students were introduced to notes (e.g., enough words to remember my ideas), and writing instructors modeled taking notes on a graphic organizer as the model stories were read out loud.

Discuss it. During the discuss it stage, writing instructors and students continued examining models of good writing, taking notes, practicing memorizing the tricks, and discussing writing prompts. Writing instructors and students discussed where to use the tricks (e.g., during the weekly writing prompts or for writing assignments in class). Writing instructors and students examined a sample of poor writing and suggested new ideas to improve the writing sample. The goals for writing were established and included: fun to read, fun to write, makes sense, has 8 parts, captures the reader’s attention, includes feelings, and uses exciting million dollar words. Students were asked to make a commitment to learning and applying the tricks to their writing.

Model it. During the model it stage, writing instructors modeled the writing process using TACO and TOWER. Writing instructors first modeled writing TACO on the writing prompt sheet and made notes for each of the parts. Second, writing instructors

modeled using the TOWER graphic organizer to make notes. Writing instructors used the parts identified in the writing prompt on the graphic organizer and added more story notes. Third, writing instructors modeled using the graphic organizer to draft a Story About Me.

As the writing process was modeled, writing instructors stated out loud different types of self-statements: problem definition (What do I have to do here? What is the topic of the writing prompt?), planning (I can use TACO and TOWER to make notes before I write.), self-evaluation (Do I have all of my parts? I have three parts finished, just five more to go!), self-reinforcement (This is going to be my best story yet!), and coping (This is a boring topic and I don't want to write about it. Ok, if I just take my time, a good idea will come to me.). Once writing instructors finished modeling the writing process, they discussed the self-statements and asked students to develop and record statements they could state to themselves to think of good ideas, while they worked, and to check their work.

During the model it stage, students were encouraged to participate in the writing process (e.g., suggesting ideas to write about, adding exciting million dollar words). After students developed their self-statements, they were introduced to graphing their stories and their goals for writing were revisited. Students were presented with a tower graphing sheet. On these sheets, there were towers with eight windows and coins around the top of the tower. Students were shown how each of the windows corresponded to a story element (who, when, where, beginning, middle, end, feeling, and exciting million dollar word). For each part included, students colored a window and if more than one feeling or exciting million dollar word was included in the story, students colored the coins around

the top of the tower. Writing instructors told students one of the goals for writing was to include all of their story parts to reach the treasure chest at the top of the tower. Writing instructors modeled self-reinforcement (e.g., I did a good job. I got to the treasure chest!) for including all of the story parts.

Memorize it. During the memorize it stage, students memorized the mnemonics (TACO and TOWER), the meanings of the mnemonics, and when to apply the mnemonics. Students were tested at the beginning of each instructional session, used flashcards, and played different games to help them memorize the mnemonics. This promoted automaticity of using the writing strategies.

Support it. During the support it stage, writing instructors and students worked collaboratively to write stories. Writing instructors lead the writing process as students assisted in identifying parts in the writing prompt, suggesting ideas for different story parts during planning, and sentences to writing during composing. As students began to adopt the strategies, they began to write the notes and stories themselves. Writing instructors supported and scaffolded students through the planning and composing processes by reminding students about the goals of writing, using self-statements, or including missing story parts. If necessary, writing instructors modeled the planning or composing processes when students struggled with implementing the writing strategies or allowed students to work independently if they easily applied the writing strategies.

During this stage, writing instructors and students looked at a writing sample students wrote before learning the mnemonics. Writing instructors selected a baseline writing sample and met individually with students. They identified the parts the students included and excluded in the baseline writing prompt. Students graphed their baseline

writing prompt and compared their performance to writing samples written during their instructional sessions. Writing instructors and students reviewed the writing goals and encouraged students to commit to using the writing tricks.

A second activity students in Leg 1 and Leg 2 completed in this stage was looking at the scoring rubric used to measure writing quality of students' Story About Me.

Writing instructors and students discussed the scoring rubric, what score was needed for passing the writing test (score of 4), what was reasonable for students to achieve (score of 4 or 5), and that students could achieve the passing score if they used the tricks (TACO and TOWER). Writing instructors and students looked at writing samples that were scored differently (e.g., score of 3, score of 4, score of 6) and discussed the differences between the writing samples by identifying the parts and what made the story good.

Writing instructors encouraged students to develop personal goals based on the writing rubric (e.g., adding more feelings, using more exciting million dollar words, making sure the story makes sense). Due to an insufficient amount of instructional time, students in Leg 3 did not complete this activity.

Another activity students in Leg 1 completed was discussing test-taking strategies. Writing instructors read out loud the test directions to students and identified different components students have to think about when they are administered a writing prompt (e.g., write on every line, use prompt sheet to plan, 30 min to write; see Appendix D for test instructions). Writing instructors and students discussed strategies for taking the test including how much time should be spent planning, writing, and reviewing the parts. Students were encouraged to use these strategies next time they were administered

a writing prompt. Due to limited time, students in Leg 2 and Leg 3 did not complete this activity.

Finally, during the support it stage, writing instructors showed students how to develop their own graphic organizer on the writing prompt and weaned them off the graphic organizer. Writing instructors modeled writing TACO on the prompt sheet and used the back of the prompt sheet to write TOWER. Writing instructors modeled making their own notes before beginning to write and encouraged students to make their own notes on the writing prompt the next time they were administered a writing prompt.

Independent performance. During the independent performance stage, students were able to apply the writing and self-regulation strategies independently and to criterion (e.g., included 8 parts). Writing instructors and students reviewed the writing rubric and test taking strategies and practiced using the writing strategies in a practice test. Instruction ended when students independently wrote stories and met criterion (e.g., including the 8 story elements) or for as long as time permitted for us to work with students.

Writing instructor training. Writing instructors, graduate students in education, attended a two-day, 12-hour training. During the training sessions, Writing instructors watched a video of teachers implementing the SRSD approach, were provided with detailed lesson plans, activities related to the lessons, and support materials. The lessons were modeled and discussed and the writing instructors practiced in partners implementing each of the lessons until they were proficient. Writing instructors who reached criterion for implementing lessons fluently and included all lesson components

were selected to teach students. Writing instructors attended 4-hour booster sessions prior to the beginning of a new leg of instruction to prepare for the next group of students.

Treatment fidelity. Treatment fidelity was collected in two forms: writing instructor self-report and observer (see Table 2 for treatment fidelity). Writing instructors were provided with a form of the major components for each lesson. During the implementation of the intervention, teachers reported on the components completed during the teaching session. Treatment fidelity, based on writing instructor self-report, ranged from 99% to 100% (see Table 2).

A trained observer collected treatment fidelity using a form with the major components of each lesson. Observer treatment fidelity was collected between 33.33% and 40.91% of the time (see Table 2). Treatment fidelity, based on observers' reports, ranged between 97.92% and 100% (see Table 2).

In addition to collecting treatment fidelity on the teachers, the observer recorded student participation in each of the sessions observed for the lesson component. On the observer treatment fidelity forms, the observer checked off components if the student was participating in the activity (e.g., student verbally responds to teacher, student nods head). There were activities identified that students were not expected to participate (e.g., reading aloud writing prompt, modeling TACO and TOWER, modeling self-statements, recording notes). Students in Leg 1, Toby and Adam, were both engaged 100% of the time during the observed lessons. Students in Leg 2, Trey, Jess, and Cora, were engaged during the observed lessons 100%, 94.94%, and 95.08%, respectively. Vance, in Leg 3, was engaged 100% of the time during the observed lessons. Vera and Dan, students in Leg 3, were both engaged 96.3% of the time, during the observed lessons.

Descriptive Measures

Five descriptive measures were collected to describe students' behavioral characteristics and academic performance. (See Table 1).

WISC-IV. The Weschler Intelligence Scale for Children, Fourth Edition (WISC-IV; Weschler, 1991) was administered to students individually prior to the implementation of the intervention to describe students' cognitive abilities. The reliability coefficient for the WISC-IV is .91. The short form of the WISC-IV was used and included two subtests: vocabulary and block design.

Woodcock Johnson III. The Woodcock Johnson III (WJ-III; Woodcock, McGrew, & Mather, 2001) Test of Achievement Writing Sample Subtest was individually administered to students prior to the beginning of the intervention and upon completion of the study (two different versions administered at each time point). The purpose of this assessment was to describe students' writing academic performance. The one-year test-retest correlation is .84 for fourth and fifth grade students.

Social skills rating system – teacher version. The elementary version of the Social Skills Rating System – Teacher (SSRS-T; Gresham & Elliott, 1990) was administered to teachers prior to and upon completion of the intervention. The SSRS-T has three subsections: social skills, problem behavior, and academic competence. Teachers rated students' social skills (e.g., cooperation, assertion, self-control) on 30 items using a 3-point Likert type scale (*0 = never, 1 = sometimes, 2 = very often*) and the importance of these skills (*0 = not important, 1 = important, 2 = critical*). Teachers rated students problem behaviors (e.g., internalizing behaviors, externalizing behaviors, hyperactivity) on 18 items using a 3-point Likert type scale (*0 = never, 1 = sometimes, 2*

= *very often*). Teachers rated students' academic competence by comparing the students' academic performance to the whole class on 9 items using a 5- point Likert type scale (*1* = *lowest 10%*, *5* = *highest 10%*). The SSRS-T has strong internal consistency (.82 - .94).

Social skills rating system – parent version. The elementary version of the Social Skills Rating System – Parent (SSRS-P; Gresham & Elliott, 1990) was administered to parents/guardians prior to and upon completion of the intervention. The SSRS-P has two subsections: social skills and problem behavior. Parents/guardians rated their students' social skills (e.g., cooperation, assertion, self-control) on 38 items using a 3-point Likert type scale (*0* = *never*, *1* = *sometimes*, *2* = *very often*) and the importance of these skills (*0* = *not important*, *1* = *important*, *2* = *critical*). Parents/guardians rated students' problem behaviors (e.g., internalizing behaviors, externalizing behaviors, hyperactivity) on 17 items using a 3-point Likert type scale (*0* = *never*, *1* = *sometimes*, *2* = *very often*). The SSRS-P has strong internal consistency (.70 - .90).

Writing Measures

Writing prompts. Students were administered writing prompts similar to their state and district writing prompt for fifth grade students, at baseline, during intervention (after 3 instructional sessions), and following instruction (3 administrations, 1 week apart). All students were administered the same intervention and post-Instruction writing prompts. Students in Leg 3, Vance, Vera, and Dan, were administered 1 follow up probe. The genre of writing was a Story About Me (e.g., fictional, personal narrative). Writing prompts were developed to match the style and genre of the state writing prompt (see Appendix A). First, sample writing prompts were collected from the state department of

education website. Second, each writing prompt was reviewed and components (e.g., who, when, where, beginning, middle) of the writing prompts were identified. Third, 8 different writing prompts were identified by the information provided (e.g., who, when, where, beginning, middle) and the nature of the prompt (e.g., you find something, you turn into something). Fourth, five writing prompts were created for the 8 writing prompt categories. Fifth, writing prompts were randomly selected for baseline, intervention, and post-instruction, respectively. Sixth, writing prompts were randomly ordered for administration for each phase of the study.

Administration. Directions for administering the writing prompts were modeled on the state and district test directions. Modifications to the directions were made to address individual administration of the writing prompts instead of whole class administration (see Appendix D). Students were asked to plan and write a story about a topic. They were told to express their thoughts clearly and make their story interesting to the reader. Students were instructed to write on the lined pages, not skip lines, and write neatly. The writing prompt was read aloud to the students and they were told they had 30 min to plan and write their story. The writing prompt administrator could not help students while they were writing and told students when to begin, when there was 5 min left, and to stop writing.

Procedural fidelity data was collected during the administration of the writing test. For students in Leg 1, baseline procedural fidelity was collected 33.33% of the time for Toby and 66.67% of the time for Adam. The writing prompts for Toby and Adam were administered with 100% fidelity. Leg 1 intervention procedural fidelity was collected 85.71% of the time for Toby and Adam and were administered with 100% fidelity. Leg 1

post-instruction procedural fidelity was collected 100% of the time for Toby and Adam and the writing prompts were administered with 100% fidelity.

Leg 2 baseline procedural fidelity was collected 83.33% of the time for Trey, Jess, and Cora. The writing prompts were administered with 100% fidelity for all three students. Leg 2 intervention procedural fidelity and post-instruction procedural fidelity were collected 100% of the time for Trey, Jess, and Cora and the writing prompts were administered with 100% fidelity. Leg 3 baseline procedural fidelity was collected 83.33% of the time for Vance, Dan, and Valerie. The writing prompts were administered with 100% fidelity for all three students. Leg 3 intervention procedural fidelity was collected 100% of the time. The intervention writing prompts were administered with 100% fidelity for Dan and Vance and 96.67% fidelity for Vera. Leg 3 post-instruction procedural fidelity was collected 100% of the time and the writing prompts were administered with 100% fidelity for these students.

After the writing prompts were administered, trained Ras typed students' writing prompts into the computer. Students' writing was corrected for punctuation, spelling, and capitalization. Interrater reliability for entering students' writing was calculated by the total number of agreements divided by agreements plus disagreements. The interrater reliability for entry was .99.

Writing elements. The writing prompts were scored for the number of elements present in each of the stories. The story elements were: who (characters), when (time), where (place), beginning, middle, end, feelings, and exciting million dollar words. Each individual element was scored on a 3-point Likert-type scale (0 – 2; see Appendix E for the elements scoring rubric). An element was scored 0 if it was missing, 1 if the element

was present, and 2 if the element was present and well developed. A total element score was calculated by adding up the scores for each of the elements (range 0 – 16). Two trained research assistants individually scored the writing prompts for elements. The reliability for story elements was .89 during training and .96 during the study.

Evidence of strategy use. The writing prompts were scored for evidence of strategy use. Two trained research assistants looked for the following evidence: TACO (the mnemonic written on the writing prompt or the first page of the paper), TOWER (the mnemonic written on the writing prompt or first page of the paper), T (notes made about the topic of the writing prompt), A (notes made about the audience who will read the writing prompt), C (circling or underlining of story parts present in the writing prompt), who (notes made about the characters), when (notes made about the time), where (notes made about the place), beginning (notes made about the beginning of the story), middle (notes made about the middle of the story), end (notes made about the end of the story), feelings (notes made about characters' feelings at the beginning, middle, or end of the story), and exciting million dollar words (notes made about exciting million dollar words). The interrater reliability for evidence of strategy use was .93.

Writing quality. A holistic quality scoring rubric, adapted from the district and state writing rubric, was used to score writing quality. The quality score was a holistic rating on a 0 – 6 point Likert-type scale designed to measure students' writing in the following categories: organization, idea development, sentence fluency, word choice, and audience awareness (see Appendix F). Two trained research assistants, unfamiliar with the nature of the study, scored the students' writing prompts. The Ras participated in a 2-hour training to score the writing prompts for quality. During the training the Ras

participated in the following activities: scored anchor papers to correspond to scores on the writing quality rubric, ranked papers lowest to highest, discussed attributions of anchor papers and how they matched with the scores, and practiced scoring 20 writing samples. Interrater reliability during training was .91 and for scoring the baseline, intervention, and post-instruction prompts was .86.

Length. The length of students' stories was determined by counting the total number of words written. The Microsoft Word word count tool was used to calculate the length of students' stories.

Behavior Measures

Two behavioral measures were collected: writing engagement and writing persistence. Students were considered engaged in writing from the moment they began writing to the moment they stopped writing or for the total amount of time spent writing. Writing engagement was collected to capture how much time students were engaged in the writing task. Writing persistence was the amount of time students spent writing within a 15 min time frame. Writing persistence was observed to capture if the amount of time students wrote increased from baseline to post-instruction.

Writing engagement. Students were observed for 15 min or until they completed their writing during each administration of the writing prompts at baseline, intervention, and post-instruction by trained research assistants (Ras) using stopwatches. Students were engaged in writing when they were looking at their papers, writing in response to the writing prompt, asking the RA administering the prompt questions related to the task, and looking away for no more than 5 s from their paper. Students were considered not

engaged in writing when they were not writing and not looking at their paper, looking away for more than 5 s from their paper, day dreaming, out of their seats, and asking questions to the RA administering the writing prompts unrelated to the task. Time ended when students stated when they were finished, did not write for more than 120 s, pushed paper and/or pencil away, or stated they were finished when asked (after 120 s).

Writing engagement was calculated by the amount of time students spent writing (time lapsed on stopwatch) divided by the length of session, or when students finished writing, then multiplied by 100. Interobserver agreement for writing engagement was collected between 57.08% and 94.34%, and 87.50% of the time at baseline, intervention, and follow up, respectively. Interobserver agreement for writing engagement ranged from 98.87% to 100%.

Writing persistence. Writing persistence was collected to capture if the amount of time students spent writing increased throughout the intervention. Students were observed for 15 min or until they completed their writing during each administration of the writing prompts at baseline, intervention, and post-instruction by trained Ras using stopwatches. Students were considered persistent in writing when they were looking at their papers, writing in response to the writing prompt, asking the RA administering the prompt questions related to the task, and looking away for no more than 5 s from their paper. The Ras stopped the stopwatch each time the student was not persistent (e.g., not engaged, off task). Students were considered not persistent when they were not writing and not looking at their paper, looking away for more than 5 s from their paper, day dreaming, out of their seats, and asking the RA administering the prompt questions unrelated to the task.

Writing persistence was the amount of time students spent writing within a 15 min time frame. Writing persistence was calculated by the amount of time students spent writing (time lapsed on stopwatch) divided by the length of session (900 s), then multiplied by 100. The length of session was the same for all of the students. Interobserver agreement for writing persistence was collected between 57.08% and 94.34% of the time. Interobserver agreement for writing persistence ranged from 98.87% to 100%.

Social Validity

Intervention rating profile – 15. Teachers completed the Intervention Rating Profile -15 (IRP – 15; Martens, Witt, Elliott, & Darveaux, 1985) prior to and upon completion of the intervention for each student who participated in the study. The purpose of the IRP – 15 was to assess teachers' perceptions and acceptability of the intervention. Teachers rated 15 items on a 6-point Likert scale (1 = strongly agree, 6 = strongly disagree) at a time convenient to them for approximately 10 min. The internal consistency reliability coefficients range from .88 - .98.

Children's intervention rating profile. Students completed the Children's Intervention Rating Profile (CIRP; Witt & Elliott, 1983) prior to and upon completion of the intervention. The purpose of the CIRP was to assess students' perceptions and acceptability of the intervention. Students rated 7 items on a 6-point Likert scale (1 = I do not agree, 6 = I agree) as the measure was read out loud for approximately 5 min. The internal consistency reliability coefficients range from .75 - .89.

Experimental Design

A multiple probe across participants with multiple probes at baseline design (Horner & Baer, 1978) was used to evaluate the effects of the SRSD approach and writing strategies (TACO and TOWER) for improving the number of story elements, evidence of strategy use, writing quality, and length of composition for students who struggle with writing and behavior difficulties. This single subject design was selected because the behaviors investigated were not reversible, the design allowed for flexibility in measuring behaviors that take longer to reach criterion, and implementation of the independent variable could be staggered.

There were three experimental conditions: baseline, intervention, and post-instruction. It was anticipated that all procedures would be the same across conditions for the students with the exception that students were in different legs of instruction and the implementation of the intervention was staggered to control for history and maturation. During baseline, students continued receiving writing instruction in their general education classrooms. During intervention, students received instruction in pairs (Leg 1 and 3), a group of 3 (Leg 2), or individually (Leg 3) from a doctoral student, post-doctoral fellow, and master's student. Students, typically, received 3 days of instruction and were administered a writing prompt every Friday. Upon completion of the intervention, students were immediately administered a writing prompt, and then administered 2 writing prompts in two successive weeks.

After a minimum of three consecutive writing prompts were administered at baseline, a visual inspection of the number of writing elements present in the students' stories was conducted and phase change decisions were made. If the students' scores on

the writing elements were not stable after three administrations of the writing prompts, additional writing prompts were administered to get stability. Data collected during the intervention phase were used to make phase change decisions about when to begin instruction for the next leg of students and when to begin administering post-instruction writing prompts.

CHAPTER III

RESULTS

Writing Performance

Baseline writing performance. The mean number of writing elements at baseline ranged from 4.00 (Toby) to 12.67 (Vera; writing elements score range 0 – 16; see Table 3 for student scores). There were two students, Toby and Adam, who wrote short, brief stories, and did not include all of the story elements in their baseline writing. Two students, Trey and Cora, averaged 8 elements. Their stories included the basic story elements, but they did not elaborate the parts of their story. Four students, Jess, Vance, Vera, and Dan, averaged 11.67 to 12.67 story elements in their baseline writing prompts. Jess received a 16 on a writing prompt, hitting the ceiling of the writing measure (see Figure 1).

The mean number of words written at baseline writing performance ranged from 37 (Adam) to 289.40 (Jess). Toby and Adam averaged 52 and 37 words, respectively, at baseline and had the lowest number of words written. Trey, Cora, and Dan averaged 131.17, 147.67, and 190.83 words during baseline, respectively. Jess, Vance, and Vera averaged over 230 words at baseline. The 6 students in Leg 2 and 3 (Trey, Cora, Dan, Jess, Vance, and Vera) attended the same school. As they were tested at baseline, their teachers were preparing them for the state writing test, based on classroom observations. Adam and Toby were completing the intervention at this time.

Table 3. *Writing Outcomes for Students with Writing and Behavioral Difficulties.*

		Elements		Quality		Total Words	
Student		<i>M (SD)</i>	Slope (<i>S_{yx}</i>)	<i>M (SD)</i>	Slope (<i>S_{yx}</i>)	<i>M (SD)</i>	Slope (<i>S_{yx}</i>)
Toby	Baseline	4.00 (2.00)	-2.00 (0.00)	1.33 (0.58)	-0.50 (0.41)	52 (23.07)	-23.00 (2.45)
	Intervention	9.00 (2.77)	0.71 (2.52)	2.86 (0.90)	0.36 (0.51)	92.71 (23.12)	9.00 (13.71)
	Post-Instruction	10.33 (2.31)	2.00 (1.63)	2.67 (1.15)	-1.00 (0.82)	98.67 (28.94)	-24.00 (22.86)
	PND*	100%					
Adam	Baseline	4.67 (1.53)	-0.50 (2.04)	1.33 (0.58)	0.50 (0.41)	37 (6.08)	5.00 (4.90)
	Intervention	7.71 (4.11)	1.54 (2.66)	2.29 (1.11)	0.43 (0.68)	60.71 (11.84)	1.36 (12.57)
	Post-Instruction	8.33 (2.08)	1.50 (2.04)	2.33 (0.58)	0.50 (0.41)	73.33 (14.57)	14.00 (5.72)
	PND*	66.67%					
Trey	Baseline	8.67 (1.86)	-0.21 (1.99)	2.83 (0.41)	-0.06 (0.42)	131.17 (14.22)	-1.68 (15.13)
	Intervention	11.29 (1.38)	0.11 (1.49)	3.00 (0.58)	-0.07 (0.61)	158.86 (44.90)	-5.18 (47.64)
	Post-Instruction	11.67 (1.15)	1.00 (0.82)	2.67 (0.58)	0.50 (0.41)	128 (13.08)	1.50 (18.37)
	PND*	33.33%					
Jess	Baseline	12.4 (2.30)	0.00 (2.66)	4.40 (1.14)	-0.03 (1.31)	289.40 (139.14)	-33.97 (112.84)
	Intervention	14.33 (1.03)	0.27 (0.95)	4.67 (0.82)	0.11 (0.87)	221.33 (56.02)	21.49 (35.08)
	Post-Instruction	13.00 (1.73)	-1.5 (1.22)	3.33 (0.58)	-0.50 (0.41)	157 (30.61)	17.50 (35.52)
	PND*	0%					
Cora	Baseline	8.00 (2.00)	0.03 (2.23)	2.67 (0.52)	0.03 (0.57)	147.67 (22.62)	-5.44 (19.70)
	Intervention	11.57 (1.99)	0.61 (1.64)	3.29 (0.76)	0.25 (0.58)	146.86 (23.93)	2.39 (25.60)
	Post-Instruction	11.33 (1.15)	1.00 (.82)	3.33 (0.58)	0.00 (0.82)	137 (8.66)	7.50 (6.12)

Table 3. continued

	PND*	66.67%					
Vera	Baseline	12.67 (2.07)	0.39 (1.49)	4.83 (0.75)	0.08 (0.75)	268.50 (38.35)	-0.20 (42.87)
	Intervention	12.33 (1.53)	-0.5 (2.04)	5.00 (0.00)	0.00 (0.00)	281.33 (21.13)	-1.50 (29.80)
	Post-Instruction ^a	(15.00)		(6.00)		(314.00)	
	PND*	(0%)					
Dan	Baseline	11.67 (0.82)	0.08 (0.83)	4.17 (0.41)	0.00 (0.46)	190.83 (19.03)	1.82 (19.65)
	Intervention	11.25 (0.50)	-0.09 (0.59)	3.75 (0.50)	-0.03 (0.61)	151.75 (16.68)	-5.06 (17.48)
	Post-Instruction ^a	(10.00)		(3.00)		(128.00)	
	PND*	(0%)					
Vance	Baseline	11.17 (2.79)	0.47 (2.28)	4.00 (0.63)	0.04 (0.69)	233.33 (65.77)	8.84 (61.88)
	Intervention	11.20 (1.30)	0.10 (1.49)	3.00 (0.71)	0.10 (0.80)	125.20 (44.34)	-12.90 (45.46)
	Post-Instruction ^a	(10.00)		(3.00)		(132.00)	
	PND*	(0%)					

Note. ^aThese students completed one post-instruction measure and mean values were not collected.

* PND = Percentage of non-overlapping data. This was calculated dividing the number of data points at post-instruction overlapping with the number of data points at baseline

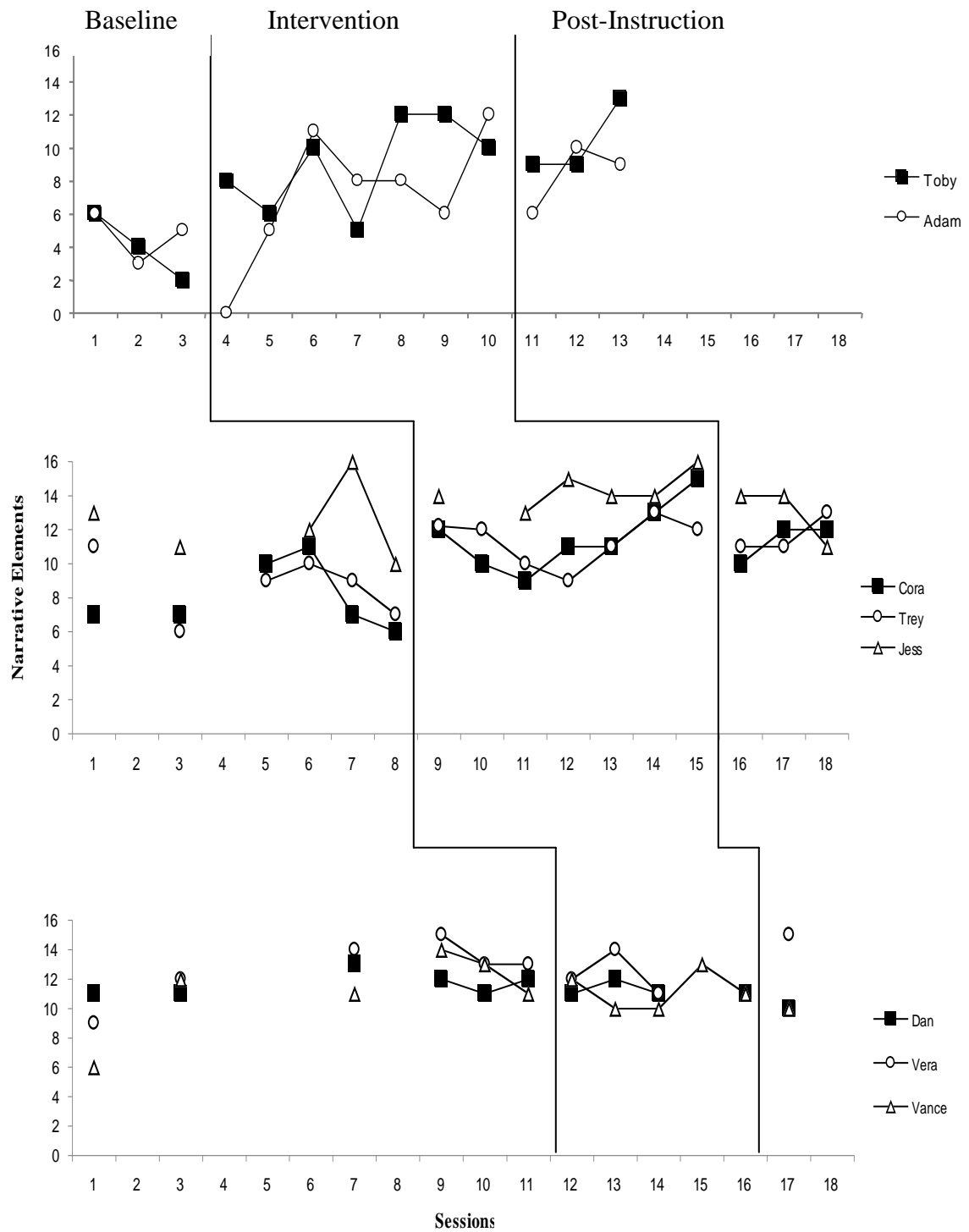


Figure 1. Narrative elements for students with behavior and writing difficulties by phase.

The mean writing quality scores for at baseline ranged from 1.33 (Toby and Ammon) to 4.83 (Vera). Toby and Adam averaged the lowest writing quality score at baseline. Jess, Vera, Dan, and Vance all averaged scores higher than a 4.00 at baseline. Cora and Trey averaged 2.67 and 2.83, respectively, quality writing scores at baseline.

Intervention writing performance. During intervention, the mean number of writing elements ranged from 7.71 (Adam) to 14.33 (Jess). Five of eight students increased their average number of writing elements in their story writing. Dan, Vera, and Vance had similar number of writing elements on the intervention writing prompts as the baseline writing prompts. Due to time constraints, Dan, Vera, and Vance (Leg 3 students), did not receive the same number of intervention writing prompts as students in Legs 1 and 2. They received 4, 3, and 5 writing prompts respectively. Students in Legs 1 and 2 were administered 7 intervention writing prompts. Additionally, these students did not receive instruction until they met criteria (e.g., include all 8 parts) due to time (see Table 2 for the total number of instructional sessions students received).

During the intervention, the mean number of words written ranged from 60.71 (Adam) to 281.33 (Vera). Toby, Adam, Trey, and Vera wrote longer stories during the intervention then they did at baseline. Jess, Dan, and Vance, on average, wrote shorter stories during the intervention then they did at baseline. Cora wrote approximately the same number of words at intervention and baseline.

The mean writing quality scores during the intervention ranged from 2.29 (Adam) to 5.00 (Vera). Toby and Adam averaged the lowest writing quality score during intervention. Although their average scores at intervention were higher than their average scores at baseline, they fell within one standard deviation of their baseline scores. Trey,

Jess, Cora, and Vera improved their average quality scores during intervention, but the scores were still within one standard deviation of their performance at baseline. The average writing quality scores for Vance and Dan during intervention lowered, but were within one standard deviation of their baseline performance.

Post-instruction writing performance. Adam and Toby were administered the post-instruction writing prompts 3 consecutive Fridays upon completion of the intervention. Trey, Jess, and Cora were administered the 3 post-instruction writing prompts every two weeks. Vera, Dan, and Vance were administered one post-instruction writing prompt due to the end of the school year and limited time. The average number of writing elements during post-instruction ranged from 8.33 (Adam) to 13.00 (Jess).

Average scores were not collected for Vera, Dan and Vance. Their post-instruction scores, from one administration of the post-instruction writing prompt, were 15, 10, and 10, respectively. The average number of elements at post-instruction increased for Toby, Adam, and Trey. The average number of elements for Jess and Cora slightly decreased but were within one standard deviation of their average number of elements at intervention. Vera's post-instruction score was higher than her baseline and intervention scores. The post-instruction scores for Dan and Vance were lower than their intervention score.

The mean number of words written during the administration of the post-instruction writing prompts ranged from 73.33 (Adam) to 157 (Jess). Toby and Adam wrote the shortest stories, but their average scores increased from the administration of the baseline and intervention writing prompts. The mean scores for total words written during post-instruction for Trey and Cora were approximately the same as both their

baseline and intervention performance. The mean score of total words written for Jess lowered at post-instruction. Average scores for the students in Leg 3 were not collected. At post-instruction, Vera wrote her longest story, Dan wrote his shortest story, and Vance wrote a story similar in length to his intervention writing prompts.

The mean writing quality scores at post-instruction ranged from 2.33 (Adam) to 3.33 (Jess and Cora). The mean writing quality score for Toby, Trey, and Jess lowered during the administration of the post-instruction writing prompts, but remained within one standard deviation of their writing performance during intervention. The mean writing quality score for Cora and Adam increased slightly during the administration of the post-instruction writing prompts, but remained within one standard deviation of their writing performance during intervention and baseline. The mean writing quality score was not collected for Vera, Dan, and Vance due to insufficient time. After one administration of the post-instruction writing prompt, Vera, Dan, and Vance scored 6, 3, and 3, respectively.

The SRSD approach and writing strategies had a positive impact on the total number of story elements included in the stories for students who completed the intervention to criterion. For one student, Jess, who included all of the story elements once during baseline, the intervention had a positive impact by helping him to become a more consistent writer (e.g., including all of the parts all of the time). Students in Leg 3, Vance, Vera, and Dan, due to limited time, were not able to complete the intervention to criterion. There is insufficient evidence that the SRSD approach and the writing strategies helped these students improve the total number of story elements or improved the quality of their writing.

The SRSD instruction and writing strategies had mixed effects for improving the total number of words written by the students who completed the intervention. Two students, Toby and Adam, increased the total number of words written from baseline to intervention, and maintained an increased average at post-instruction. Trey and Cora averaged similar total number of words written at baseline, intervention, and post-instruction. Jess averaged a high total number of words written at baseline, but his average decreased as he moved to the intervention and post-instruction phases. There is insufficient evidence to state the intervention impacted the total number of words Vance, Vera, and Dan wrote.

There is insufficient evidence the writing strategies and SRSD instruction had a positive impact on improving the writing quality of the students' written compositions. From baseline to post-instruction, some students' average writing quality increased (Cora and Adam) and some students' average writing quality decreased (Trey, Jess, and Toby), but their average writing quality scores remained within one standard deviation of their performance throughout the study. There was insufficient evidence to state the impact the intervention had for improving the writing quality for Vance, Vera, and Dan.

Writing Behaviors

Writing engagement. Students' average writing engagement at baseline ranged from 95% (Toby, Adam) to 100% (Trey, Cora, Vera) of the time (see Table 4). Students were highly engaged in the writing task when administered the writing prompts at baseline. Students' average writing engagement time during the intervention ranged from 93% (Adam, Toby) to 100% (Cora, Vera, Dan). Adam and Toby's average writing

engagement time decreased slightly during the administration of the intervention writing prompts. The average writing engagement time for all of the other students during the administration of the intervention writing prompts remained the same as in baseline.

The average writing engagement time during the administration of the post-instruction writing prompts ranged from 85% (Toby) to 100% (Trey, Jess, Cora). The average writing engagement time for Toby and Adam decreased when they were administered the post-instruction writing prompts. The average writing engagement time for Trey, Jess, and Cora for the post-instruction writing prompt administration was similar to their baseline and intervention average writing engagement time. The average writing engagement time for students in Leg 3 (Vera, Dan, and Vance) was not collected since these students were administered one post-instruction writing prompt. The writing engagement time for Vera, Dan, and Vance was 100%, 96%, and 100%, respectively.

Writing persistence. The average writing persistence time at baseline ranged from 69% (Toby) to 100% (Vera). Toby, Adam, and Trey persisted for the least amount of time for the writing task at baseline. Vera and Dan persisted for the most amount of time for the writing task (100%). Jess, Cora, and Vance persisted a moderate amount of time for the writing tasks at baseline. The average writing persistence time during the administration of the intervention writing prompts ranged from 79% (Vance) to 100% (Vera, Dan). The average writing persistence time for Toby, Adam, and Trey increased from their writing persistence time at baseline, but were within one standard deviation of their baseline performance. For Vance, his average writing persistence time during the administration of the intervention writing prompts decreased from baseline, but was within one standard deviation of his writing persistence at baseline. The average writing

Table 4. *Writing Behavior Outcomes for Students with Writing and Behavior Difficulties*

		Writing Engagement		Writing Persistence	
		<i>M (SD)</i>	Slope (S_{yx})	<i>M (SD)</i>	Slope (S_{yx})
Toby	Baseline	0.95 (0.04)	-0.02 (0.05)	0.69 (0.24)	-0.24 (0.04)
	Intervention	0.93 (0.11)	0.02 (0.11)	0.90 (0.10)	0.03 (0.09)
	Post-Instruction	0.85 (0.16)	0.02 (0.23)	0.85 (0.16)	0.02 (0.23)
Adam	Baseline	0.95 (0.02)	0.02 (0.00)	0.78 (0.17)	0.17 (0.03)
	Intervention	0.93 (0.07)	-.01 (0.07)	0.89 (0.14)	0.01 (0.15)
	Post-Instruction	0.88 (0.06)	0.04 (0.06)	0.88 (0.06)	0.04 (0.06)
Trey	Baseline	0.99 (0.02)	0.01 (0.02)	0.74 (0.11)	0.00 (0.13)
	Intervention	0.99 (0.01)	0.00 (0.01)	0.87 (0.12)	0.00 (0.13)
	Post-Instruction	1.00 (0.01)	0.00 (0.01)	0.96 (0.04)	-0.02 (0.05)
Jess	Baseline	0.99 (0.01)	0.00 (0.01)	0.96 (0.08)	-0.01 (0.09)
	Intervention	0.99 (0.02)	0.01 (0.02)	0.95 (0.06)	0.01 (0.07)
	Post-Instruction	1.00 (0.00)	0.00 (0.00)	0.62 (0.12)	0.08 (0.12)
Cora	Baseline	1.00 (0.00)	0.00 (0.00)	0.90 (0.10)	-0.03 (0.07)
	Intervention	1.00 (0.00)	0.00 (0.00)	0.93 (0.11)	0.00 (0.12)
	Post-Instruction	1.00 (0.00)	0.00 (0.00)	0.73 (0.03)	0.03 (0.01)
Vera	Baseline	1.00 (0.00)	0.00 (0.00)	1.00 (0.00)	0.00 (0.00)
	Intervention	1.00 (0.00)	0.00 (0.00)	1.00 (0.00)	0.00 (0.00)
	Post-Instruction ^a	(1.00)		(1.00)	
Dan	Baseline	0.99 (0.02)	0.00 (0.02)	0.99 (0.02)	0.00 (0.02)
	Intervention	1.00 (0.00)	0.00 (0.00)	1.00 (0.00)	0.00 (0.00)
	Post-Instruction ^a	(0.96)		(0.96)	
Vance	Baseline	0.97 (0.04)	0.01 (0.02)	0.94 (0.09)	0.01 (0.09)
	Intervention	0.97 (0.03)	0.00 (0.04)	0.79 (0.18)	-0.08 (0.15)
	Post-Instruction ^a	(1.00)		(0.74)	

^aThese students completed one post-instruction measure and mean values were not collected.

persistence time during the administration of the intervention writing prompts remained approximately the same as baseline for Jess, Cora, Vera, and Dan.

The average writing persistence time during the administration of the post-instruction writing prompts ranged from 62% (Jess) to 96% (Trey). The average writing persistence time, during the administration of the post-instruction writing prompts, decreased for Toby, Jess, and Cora, when compared to their writing persistence time during the administration of the intervention writing prompts. Adam's average writing persistence time at post-instruction was similar to his intervention writing persistence time and Trey's average writing persistence time increased from his intervention writing persistence time, but was within one standard deviation of their intervention persistence. The average writing persistence time was not collected for Vera, Dan, and Vance due to time and the collection of one post-instruction writing prompt. The writing persistence time, post-instruction, for Vera, Dan, and Vance was 100%, 96%, and 74%, respectively. Vera and Dan's writing persistence time was stable and high throughout the study. Vance's writing persistence time started high (94%) but decreased to 74% at post-instruction.

The SRSD instructions and the writing strategies had mixed effects for students' writing engagement. The students were highly engaged during the administration of the baseline and intervention writing prompts. However, during post-instruction, the average writing engagement time for two students decreased, but remained high for the other students. Due to insufficient time to complete the intervention to criterion, the impact the SRSD instruction had for improving writing engagement time for students in Leg 3 is inconclusive.

Similarly, SRSD and writing strategies had mixed effects for students' writing persistence. There were three students, Toby, Adam, and Trey, whose writing persistence increased from baseline to intervention. Trey's writing persistence continued to increase during the administration of the post-instruction probes. Cora and Jess persisted at a high rate during the baseline and intervention probes, but their writing persistent percentage decreased during post-instruction. Dan and Vera's writing persistence was high and stable during baseline and intervention, whereas Vance's writing persistence lowered from baseline to post-intervention. Due to insufficient time to complete the intervention to criterion, the impact the SRSD instruction had for improving writing persistence for students in Leg 3 is inconclusive.

Social Validity

IRP-15. Prior to the start of the intervention, four teachers rated the intervention positively (> 71 points; see Table 2). Two teachers (one teacher had 3 students (Trey, Vera, Dan) in the study) did not rate the intervention positively (< 70 points). After students completed the intervention and the post-instruction writing prompts, the teachers completed the IRP-15 a second time. For Toby, Adam and Jess, their teachers scored the intervention positively and higher than the pretest scores. For Vance, his teacher scored the intervention favorable and the same as the pretest score. For Cora, the teachers' score decreased, but still positive (80 points). For Trey, Vera, and Dan, the teacher scored the intervention negatively and the scores on the IRP-15 decreased by 31, 27, and 23 points, respectively. The effect size for the IRP-15 was -0.04.

CIRP. At pretest, all of the students rated the intervention positively (see Table 2). After students completed the intervention and the post-instruction writing prompts, students were administered the CIRP a second time. The CIRP scores for Adam, Trey, Vera, Dan, and Vance increased and students rated the intervention favorably. The CIRP scores for Toby and Cora remained stable and positive. One student, Jess, rated the study less favorably upon completion. This student commented that students were asked to do too much writing and that they should not be tested so frequently in the future. The effect size for the CIRP was .21.

The rating of the intervention by teachers and students were positive. Teachers scored the intervention favorably prior to the beginning of the intervention. Five of the teachers' attitudes toward the intervention remained the same (e.g., positive) when the intervention ended, whereas one teacher did not score the intervention favorably for three of the students. The students rated the favorably prior to and upon completion of the intervention with the exception of one student, Jess, who did rated the intervention lower upon completion of the study.

Academic Achievement

Students were administered the Writing Sample Subtest of the Woodcock Johnson III (WJ-III; Woodcock, McGrew, & Mather, 2001) Test of Achievement as a measure of academic writing performance prior to and upon completion of the intervention. The scores for four students, Toby, Adam, Cora, and Vance, increased from pretest to posttest (range 9-14 point increase; see Table 1). The scores for three students, Trey, Vera, and

Dan, stayed approximately the same from pretest to posttest (range from 0 – 3 point difference). The score for one student, Jess, decreased 10 points from pretest to posttest.

CHAPTER IV

DISCUSSION

The purpose of this study was to investigate the SRSD approach with new writing strategies (TACO and TOWER) for a new genre of writing (e.g., Story About Me) for a new purpose (e.g., on-demand writing) within a comprehensive, integrated three-tiered model of prevention for students with writing and behavior difficulties. Students, who participated in this study until criterion was reached, improved the total number of writing elements included in their compositions. For these students, there were mixed results for the total number of words written, with two students writing more, two students writing the same amount, and one student writing less. Additionally, for the students who participated in the study until they reached criterion, there were no effects for the improvement of their writing quality scores. There were three students who did not complete the intervention until they reached criterion, and received half the instructional time as the students in the first two legs of the study. A functional relationship was not established and there is insufficient evidence to state these writing strategies and SRSD instruction had a positive impact for improving their total number of story elements, total words written, and writing quality.

For students who participated in this intervention until they reached criterion, there were mixed results on the writing behavior outcomes: writing engagement and writing persistence. Five students' writing engagement was the same throughout the different phases of the study (e.g., baseline, intervention, post-instruction). One student's

writing engagement decreased from intervention to post-instruction. There were mixed results for writing persistence. One student persisted longer in writing when the post-instruction writing prompts were administered. Two students' writing persistence remained the same throughout the phases of the study, and two students' writing persistence decreased by the time they were administered the post-instruction writing prompts.

All students were administered the WJ-III (Woodcock, McGrew, & Mather, 2001) Test of Achievement Writing Sample Subtest prior to the beginning of the intervention and upon completion of the study. Changes in students' score on this assessment should cautiously be interpreted. The design of this study did not include a control group (e.g., a comparison group of students who received "business as usual" writing instruction). In the future, to see if students' academic achievement improves on distal measures (e.g., measures not directly related to the goals of instruction), a randomized controlled trial design should be employed to capture if there are differences on distal measures, as well as proximal measures (e.g., writing elements).

This study makes an important contribution to the literature based on these findings. Fourth and fifth grade students, with writing and behavior difficulties, within a three-tiered model of prevention, were able to improve the total number of writing elements included in their writing. These findings are similar to previous research studies that were conducted with second and third grade students who were instructed through the SRSD approach and learned different writing strategies (e.g., story, opinion) as a tier two intervention (e.g., Little et al., 2010; Lane et al., in press).

In regard to writing quality, although the students in the present study did not improve their writing quality scores, this is an important finding. Five students discussed the quality scoring rubric with the teachers and developed individual goals for their writing. However, students did not improve their writing quality scores. Instruction that focuses primarily on story elements, with a brief discussion about writing quality, may be insufficient to improve writing quality. There should be further investigations of how to explicitly teach students to improve the quality of their writing.

The second research question we asked was whether teachers and students view the SRSD approach to be socially valid. Based up on our results, students and teachers had positive feelings about the intervention. The effect size (.21) for the CIRP was small, but positive. Five students scored SRSD instruction and the writing strategies higher at post-instruction than prior to beginning the intervention and two students scored the intervention the same. One student, on the way to being tested, commented to the writing prompt administrator that she would like to be a writing specialist when she grows up. One student scored the intervention lower at post-instruction. When completing the social validity measure, he commented that students were asked to do too much writing. In previous studies, when SRSD was investigated (Little et al., 2010; Lane et al., in press), students were tested prior to and upon completion of the intervention. During this study, students were administered writing prompts regularly during the intervention phase. Asking students who struggle with writing to write repeatedly can result in students' negative attitude towards writing and the intervention, as we saw with one student.

Classroom teachers' attitudes towards the intervention were positive, despite the negative effect size (-.04). The number of students teachers had participating in the study

ranged from one to three students. There were three teachers who embraced the intervention, were thrilled to have their students participate, and scored the intervention favorably at post-instruction. One teacher stated her student's (Toby) behavior and writing performance improved in class. There were two teachers who scored the intervention positively and favorably prior to and upon completion of the intervention. There was one teacher, however, who did not score the intervention favorably. When students in Leg 2 were receiving instruction and students in Leg 3 were completing the baseline writing prompts, teachers were preparing students for the state writing, reading, and mathematics assessments. One teacher, with three students participating in the study, expressed concern about the amount of in class instructional time students were missing due to participating in the study. Due to these circumstances, it is possible the teacher's attitude towards the intervention was less favorable at post-instruction because the intervention was taking students away from important instructional time and it was her scores on the IRP-15 that skewed the effect size.

It is important to recognize that the teachers who participated in this study were in schools that implemented a three-tiered model of prevention. The five teachers who favorably and positively scored the intervention were used to having students pulled from their classrooms to receive additional academic, behavior, social supports. Teachers who are not used to working within the context of a three-tiered model of prevention or to having students regularly pulled from their classroom for additional support may not respond similarly as the teachers in this study did.

Another important contribution of this study is the modifications of the SRSD approach and writing strategies that were identified to support fourth and fifth grade

students with writing and behavior difficulties. One, as noted earlier, modifications are needed to help students produce higher quality writing. In addition to learning important writing elements to include in written compositions, it is necessary to focus on the quality of writing. Two, when working in pairs or groups of three, the writing instructor needed to be aware of students' writing strengths and areas of improvement in order to individualize instruction. For instance, the writing instructor established a goal for the number of events (e.g., two events in the beginning of the story, three events in the middle of the story) for students who struggled to generate and write notes for different events in the beginning, middle, and end. When, students who quickly adopted and began using the writing strategies, writing instructors and students read through the stories to examine areas of improvement. Writing instructors helped students establish individual goals such as increasing the number of feelings and exciting million dollar words included in the stories (e.g., two feelings in the beginning, two feelings in the middle, two feelings at the end). These modifications were similar to the modifications Sandmel et al. (2009) suggested for second and third grade students who needed SRSD instruction individualized for them.

Three, due to the complexity of the writing strategies and the context in which it was taught (e.g., when taking a writing test), in future studies, it may be more effective to teach students the organization strategy (TOWER) prior to introducing them to the writing prompt strategy (TACO). To organize their notes, students used the TOWER graphic organizer. Once the organizer was complete, students were able to draft their compositions and monitor their writing elements by crossing them off on the graphic organizer. The TOWER strategy was easy and straightforward for students to develop

notes and translate those notes into a written draft. The writing prompt strategy (TACO) was more abstract and difficult for students to comprehend. Students were asked to identify and make notes about the topic of the writing prompt. Next, students were asked to think about their audience. This may have been difficult for students to conceptualize because they were writing to someone they did not know. Then, students were asked to circle or underline parts in the writing prompt and include the parts in their Stories About Me. Although students identified parts in the writing prompt, students may have struggled to remember to include those parts when they completed the graphic organizer. The writing prompt strategy was more abstract and not often applied by students. This strategy is not ready for application in the classroom. Further investigation of the use of TACO and TOWER as writing strategies is necessary.

Limitations

There were several limitations to this study and the results should be cautiously interpreted. One, the writing measure used for the participant selection may not have been robust enough to appropriately identify students with writing difficulties. The scores of the district writing prompt administered at the beginning of the school year were used to identify students who struggle with writing. The validity and reliability of the scoring of the district writing prompts were not available to us. Hollenbeck, Tindal, and Almond (1999) reported the decision consistency between two raters assessing students' writing performance on a state assessment averaged 55.5% as an exact match on six writing traits and 44.5% for off-by-1 (e.g., rater one's score is 3 and rater two's score is 4) match. Hollenbeck et al. argued the validity of decisions made about students' writing

performance are confounded by three factors including: (a) the agreement between raters, (b) the administration of one assessment, and (c) the arbitrary cut score. It is possible, due to previous evidence of poor agreement on scoring students writing and these factors, students were not appropriately identified with writing difficulties.

Based on student performance for writing elements, at baseline and during intervention, there were four students who averaged 11 or more writing elements. One student, on one baseline and one intervention writing prompt, received a perfect score of 16. There is also evidence of an upward trend for students in Leg 3 for their writing elements. The cause of this trend, whether it was maturation, receiving writing instruction in the general education classroom for how to respond to the state writing test, or other factors, is not certain. These students may not have needed this intervention. In previous studies (Lane et al., 2009; Little et al., 2010), the Test of Written Language – III (TOWL-III; Hammil & Larsen, 1996), a standardized writing test, was used to identify students with writing difficulties. Students who experience more challenges with writing may have been identified if a different writing screening measure was used. Future investigations could include a multiple screening process for assessing writing. For instance, the district writing assessment could be used as a first measure for identifying students with writing difficulties. Students who do not score well on the district writing assessment could further be assessed using the TOWL-III. The combination of these measures could be used to better identify students with writing difficulties.

The four students who scored high on the writing prompts during baseline remained in the study for two reasons. One, the students, although maybe misidentified as having writing difficulties, were also identified as displaying behavior difficulties. The

purpose of the intervention was also to help students behaviorally, not just with writing. These students were provided individualized goals for writing and opportunities to develop leadership skills and confidence in their pairs or small groups. Two, students were promised instruction and ethically, the instruction needed to be delivered.

Two, due to scheduling conflicts, not all of the students received the intervention in similar conditions. Students in Leg 1 received the intervention in pairs. Students in Leg 2 began the intervention in a group of three, and for the last four sessions, two students were taught together, while the third student was taught individually. For students in Leg 3, two students were taught together for the duration of the intervention, and one student worked individually with the teacher. The ability of the teacher to sufficiently address students' individual behavior and writing difficulties will differ based on the number of students participating in the intervention. The dynamics of students receiving the intervention individually, in pairs, or a group of three can have a strong impact on student performance and attitude towards the intervention. There is insufficient information to conclude the best conditions to teach students with writing and behavior difficulties and further investigation is warranted.

Three, not all of the students received equal amounts of intervention time. Although one key characteristic of the SRSD approach is that it is criterion-based (Harris et al., 2009), students in Leg 3 did not have a sufficient amount of time to reach criterion due to the end of the school year. The findings from this study must be carefully interpreted due to the differences between the amount of instructional time students received.

Four, writing fatigue may have influenced students' performance on the writing prompts. It was important to gather the weekly writing prompts to monitor students' progress towards applying the strategies. However, towards the end of the intervention phases and during the post-instruction writing prompt administrations, students appeared less motivated to write. One student, after completing each writing prompt, asked how long she had written for and hoped that it was less than the week before. Another student, each time the writing prompt administrator picked him up from class, complained and stated, "You told me last week was the last time I would have to write." Writing fatigue could impact the students several ways. One, students who performed higher may not have seen purpose in the testing and put in little effort to complete the assessments. Two, the writing demands required of the students (e.g., weekly testing) may have been too much. Three, the nature of the writing prompt (e.g., turn into something, find something) could impact the students' writing. Further investigation of the efficacy of administering prompts during implementation of the intervention is warranted.

Five, the nature of the writing prompts used in the study were constructed based on past state writing prompts. While constructing the writing prompts, we identified differences in the cognitive demands students were required to use to respond to the writing prompt. For instance, some of the writing prompts required to students to imagine they found something (e.g., Imagine you found a magic wallet.). Other writing prompts required students to imagine they turned into something (e.g., Imagine one day you woke up as a horse.). And other writing prompts required students to imagine the world was void of something (e.g., Imagine you woke up one day and there was no money in the world). The demands of responding to prompts that require students to do specific

actions, or think differently may have influenced their attitude and motivation towards writing, thus affecting their writing performance. Further investigation in students' motivation for and attitude towards different writing prompts is warranted.

Six, there was an insufficient number of participants who improved their writing elements, writing quality, and length of compositions to state there is preliminary evidence of the effectiveness of TACO and TOWER. Four students who participated in the intervention did not need the intervention, and improvements in their writing elements, writing quality, and length were not evident. However, the four students who were appropriately identified as having difficulty with writing, improved their average number of writing elements and writing quality. There is preliminary evidence of the effectiveness of TACO and TOWER if the four students with writing and behavior difficulties are only considered.

Seven, caution needs to be used when interpreting the behavior measures: writing engagement and writing persistence. The behaviors identified as students being engaged in writing or persisting in writing were observable behaviors (e.g., looking at paper, writing), however, the demands of writing require cognitive processes that cannot be observed. Additionally, the conditions in which students were observed (e.g., three adults and one student) may have influenced students' writing engagement and persistence time. The writing engagement measure captured how engaged students were for the amount of time they wrote. The writing persistence measure captured how long students wrote and if that time increased or decreased over time. Two students were highly engaged during the administration of the baseline writing prompts, but their engagement decreased over time. However, these students increased their writing persistence time from baseline to

post-instruction. In this instance, although the students may not have been engaged by the definition of behaviors we established, they wrote for a longer amount of time. It is possible these students were engaged in writing, but the behaviors were not observable. There is a need to develop clearer definitions of students' behavior while writing.

Future Research

Asking students to write on-demand has been used as a means of assessing students for different academic purposes. However, there is no research in this area, and the investigation of effective strategies to improve students' writing is necessary. The writing strategies (TACO and TOWER) investigated in this study should be further investigated with the SRSD approach as an intervention to improve students' writing performance in time-restricted conditions. While these strategies were designed for the task related to the state writing test, not all states require students to write in a similar genre. One way to investigate these strategies is to look at states that administer writing prompts similar in genre (e.g., Story About Me) and investigate the generalizability of the writing strategies in different states.

Effective test-taking, self-regulation, and writing strategies and should be investigated to identify strategies and skills students need to respond to on-demand writing tasks. Once students are independently performing the writing strategies, strategies for taking timed tests should be explicitly taught to students so that they can better manage their time and complete the writing task when asked to write on-demand.

A third way to investigate the effectiveness of SRSD and these writing strategies is to examine if students transfer the use of the strategies to the general education

classroom. In the observations of classroom writing practices and teacher surveys of classroom writing practices, identified activities included teachers discussing with students the parts of Story About Me, how to plan these stories, and administering practice tests. In the future, once students are taught these strategies, observations of students during classroom writing activities and their strategy use should be collected. In a recent study (Lane et al., 2010), students who received the SRSD intervention with story and opinion writing strategies did not generalize these strategies to the general education classroom when they were administered the writing prompts. An important bridge needs to be built between students using the writing strategies taught during intervention and then generalizing and implementing the strategies in the general education classroom. If students apply the writing and self-regulations strategies in a different setting, this may help improve their academic performance in the general education classroom. Additionally, teachers may find this intervention more appealing if they see their students writing performance improve in the classroom and on state or district assessments.

Fourth, for schools implementing a comprehensive academic, behavior, and social support model further investigation of working with individual, pairs, or small groups of students for tier two academic interventions, using SRSD, is warranted. The feasibility of supporting more than one student during an intervention time may be more appealing and cost-effective to schools as they work to academically and behaviorally support their students.

Writing has been and will continue to be a means for assessing student academic performance. As high stakes testing continues to play an important role in our schools

and students are required to write on-demand, students with writing and behavior difficulties will need to learn writing, self-regulation, and test-taking strategies to succeed academically. These skills and strategies students develop in elementary school will set the stage for future learning.

APPENDIX A

Writing Prompt Development

Tennessee State Writing Prompts

<i>Writing Prompt</i>	<i>Who</i>	<i>When</i>	<i>Where</i>	<i>Beginning</i>	<i>Middle</i>	<i>End</i>
Suppose one day you found a flying carpet.	X	X		X		
Pretend that today you are taking an imaginary trip.	X	X		X		
Pretend you arrived at school early. In the hallway, you found a huge backpack as tall as the ceiling, and it started to move.	X	X	X	X		
Pretend your class was on a field trip to the zoo on a day the animals got loose.	X	X	X	X	X	
Pretend that for one day you are a tiny raindrop in a storm. For that day you get to go where raindrops go.	X	X				
Suppose that you woke up one morning as a grown-up.	X	X		X		
Pretend you found a small baby bear on the school grounds and took it home.	X		X	X		
Pretend you are asked to spend the afternoon baby-sitting Howie, a pet monkey.	X	X		X		

Developed Writing Prompts

Writing Prompt	Who	When	Where	Beginning	Middle	End
Suppose one day you found a time machine.	X	X		X		
Suppose that you arrived at school and the principal told you that you were the substitute teacher for the day.	X		X	X		
Suppose one day you woke up as a famous person.	X	X		X		
Pretend you find a small spaceship on the school grounds and you climb inside.	X		X	X		
Suppose that you woke up one morning with wings on your back.	X	X		X		
Pretend it is your birthday and a strange woman arrives. She hands you a wrapped present that makes noise.	X	X		X		

Suppose one day you were petting and talking to your friend's cat and it answered back.	X	X		X
Suppose one day as you walked down the hallway at school, you heard some strange music coming from the custodian's closet.	X	X	X	X
Pretend one day you found a strange ring and when you put it on, you discover it has strange powers.	X	X		X
Pretend that you woke up one morning as a horse.	X	X		X
Suppose one day you found a lantern and a personal genie popped out.	X	X		X
Pretend one day you are at home and an alien knocks on your front door.	X	X	X	X
Suppose one morning you are riding to school the back door of a huge truck opens and a large, mysterious box falls out.	X	X	X	X

Suppose one day you woke up and there was no money in the world.	X	X		X
Pretend one day a little old lady gave you and a friend some magical glitter and told you to sprinkle it on your head.	X	X		X
Pretend one day you and your friends walked up to an old and abandoned house.	X	X	X	X
Suppose you found a mysterious set of footprints in the forest behind your house.	X		X	X
Suppose one day you opened your closet and found a mountain of mashed potatoes and started to climb it.	X	X	X	X
Pretend one day you were on a train and goats, sheep, and chickens walked down the aisle and sat across from you.	X	X	X	X
Pretend one day you took a trip to a city under the sea.	X	X	X	X
Suppose that one morning you woke up as a snowman.	X	X		X

Pretend one morning you wake up and discover you are invisible.	X	X		X
Suppose you are going to your friend's house to walk his dog and as you open the door the dog runs away.	X		X	X
Suppose you walked outside and saw a huge tree. You noticed there was a small door in the side of the tree and you opened the door.	X		X	X
Pretend your class was on a field trip to the art museum and the people jumped out of the pictures.	X		X	X
Pretend your class was on a field trip to a farm and you saw a creature you have never seen before.	X		X	X
Suppose you are going to baby sit your friend's elephant for a week.	X			X
Pretend you went the swimming pool with your family and you saw large fish sunbathing by the pool.	X		X	X

Pretend you went to the movies and the actors jumped out of the movie screen.	X	X	X
Pretend you found a magic book. When you read the book, you traveled to the places you read about.	X		X
Pretend you found a magic key. You learn that this key can open up any door in the world.	X		X
Suppose you found a magic wallet where you could take out any amount of money.	X		X
Suppose one morning you woke up and found a glowing pair of shoes.	X	X	X
Suppose one morning you woke up with gills and fins.	X	X	X
Forgetting can cause problems. Think about a day when you forgot something.	X	X	X

Suppose you woke up one cold winter morning. To your surprise, everything outside was covered in fluffy white snow.

X X X X

Suppose you woke up one rainy morning. To your surprise, everything was flooded outside.

X X X X

Pretend you were playing a video game and you realized you were in the game.

X X X

APPENDIX B

District Scoring Rubric

<p>SCORE OF 6</p> <p>A 6 paper is OUTSTANDING. It demonstrates a high degree of proficiency in response to the assignment but may have a few minor errors.</p>	<p>An essay in this category:</p> <ul style="list-style-type: none"> • is well organized and coherently developed • clearly explains or illustrates key ideas • demonstrates syntactic variety • clearly displays facility in the use of language • is generally free from errors in mechanics, usage, and sentence structure
<p>SCORE OF 5</p> <p>A 5 paper is STRONG. It demonstrates clear proficiency in response to the assignment and may have minor errors.</p>	<p>An essay in this category:</p> <ul style="list-style-type: none"> • is generally well organized and coherently developed • explains or illustrates key ideas • demonstrates some syntactic variety • displays facility in the use of language • is generally free from errors in mechanics, usage, and sentence structure
<p>SCORE OF 4</p> <p>A 4 paper is COMPETENT. It demonstrates proficiency in response to the assignment.</p>	<p>An essay in this category:</p> <ul style="list-style-type: none"> • is adequately organized and developed • explains or illustrates some of the key ideas • demonstrates adequate facility in the use of language • may display some errors in mechanics, usage, or sentence structure
<p>SCORE OF 3</p> <p>A 3 paper is LIMITED. It demonstrates some degree of proficiency in response to the assignment, but it is clearly flawed.</p>	<p>An essay in this category reveals one or more of the following weaknesses:</p> <ul style="list-style-type: none"> • inadequate organization or development • inadequate explanation or illustration of key ideas • limited or inappropriate word choice • a pattern or accumulation of errors in mechanics, usage, or sentence structure
<p>SCORE OF 2</p> <p>A 2 paper is FLAWED. It demonstrates limited proficiency in response to the assignment.</p>	<p>An essay in this category reveals one or more of the following weaknesses:</p> <ul style="list-style-type: none"> • weak organization or very little development • little or no relevant detail • serious errors in mechanics, usage, sentence structure, or word choice

<p>SCORE OF 1</p> <p>A 1 paper is DEFICIENT. It demonstrates fundamental deficiencies in writing skills.</p>	<p>An essay in this category contains serious and persistent writing errors or is incoherent or is undeveloped.</p>
<p>SCORE OF 0</p> <p>A 0 paper is reported accompanied by one of the following codes to indicate a paper could not be scored for one of the following reasons:</p>	<ul style="list-style-type: none"> • 0-A - Blank or Refusal • 0-B - Insufficient to score or Illegible • 0-C - Off Topic • 0-D - Written predominantly in another language

APPENDIX C

Lesson Plans

Lesson 1
(Approximately 2 or 3 sessions)

PROJECT WRITE: INTRODUCING TACO & TOWER

Purpose: Develop Background Knowledge, Discuss It

Objectives: Introduce TACO and TOWER (*tricks for Tennessee Writing Competency Test*), SAM (*STORY ABOUT ME*) parts, SAM reminder and writing prompt. Identify TOWER parts in writing prompt and SAM composition

Materials:

- TACO & TOWER charts
- SAM writing prompt 1 (copies for students)
- SAM example 1 (copies for students)
- TOWER Graphic organizer
- Paper
- Flash cards
- Pencils
- Scratch paper
- Student folder
- PBS tickets

Behavioral Component: Review school-wide behavior goals. Remind students that PBS tickets can be earned during writing lessons. Identify which behavior students would like to work on (e.g., respect, responsibility). Talk about what actions students must take to earn the ticket at the end of the lesson. Use high rates of opportunities to respond and positive feedback throughout the lesson and other appropriate management strategies as necessary.

A. Discuss Tricks

1. Tell students you're going to teach them some "tricks" for writing. Ask students if they know what tricks are and to give examples. Explain tricks for writing will help them organize their thoughts and plan what they want to write to improve their writing.
2. Tell students they will learn 2 tricks. The first trick is for when they first began planning their writing. The second trick is to help the students write an imaginary story about themselves (*STORY ABOUT ME* writing). Ask students if they have ever written or told a make believe story about themselves. Discuss stories students are familiar with and what makes them good stories (e.g., exciting, uses different words, has several parts, fun to read).

3. Explain good SAM writing is exciting, captures the audience's attention, fun to read, fun to write, makes sense, and has all the parts.

B. Discuss Writing Prompts

1. Tell students that they will sometimes be asked to complete a writing task in class. Ask students if they can think of times when their teachers asked them to write and what they had to write.
2. Explain to students that sometimes they may be given a writing prompt. Discuss writing prompts. A writing prompt could be a picture the students are asked to write about, a question the students may have to answer, or the students will have to respond to a set of directions.
3. Explain to students that the first trick they will learn is about reading a writing prompt and developing a plan to respond to the writing prompt. The writing prompt is a *STORY ABOUT ME* where the students will have to make up a story about an imaginary adventure and they are the main character.
4. Discuss why it is important to learn these tricks. Tell students it is important to learn these tricks because sometimes in school we take writing tests. This is one of the types of writing tests they will take in this school. These tricks will really help when taking this test.

C. Introduce TACO

1. Tell students this trick will help them identify the topic of the SAM writing, think about their audience, carefully read the writing prompt, and plan their writing for a good *STORY ABOUT ME*.
2. Pass out the TACO chart to each student.
3. Emphasize: The TACO trick is something good writers use to plan their writing.
4. Discuss each part of TACO:
 - **T** – Topic – what is the topic of the writing prompt? Discuss that in many writing prompts, the topic is provided. Give examples of different topics the students may write about (e.g., riding on a magic carpet, going to the zoo and the animals are free).
 - **A** – Audience – who will read the SAM writing? Discuss that sometimes students will write a story, but it will not be their teachers, parents, or classmates who read the story. Sometimes, other people, that the students do not know, will read their stories. ***Tell students a teacher they do not know, but who knows what good writing is and the components of good writing, will read their STORY ABOUT ME. This teacher will give their classroom teacher a score and comments about their story.*** Explain this is very

important because the student wants to be sure to explain everything because they may not be there to help the reader figure out different events that are happening in the story.

- **C** – Carefully read the writing prompt. Tell students sometimes parts of their SAM writing is already included in the writing prompt. Sometimes when they are given a writing prompt, they need to make sure to include the parts in the prompt. This is one part of what the students are being tested on. They need to make sure they include all of their parts, including the ones in the prompt.
- **O** – Organize your notes. Tell students you will teach them a strategy (or trick) for organizing their notes for their SAM writing. This will help them put their thoughts and ideas in order and make sure they include all of their parts.

5. Review TACO with students. Options for practice – have students:

- *Write out TACO on paper and explain what each letter means to a partner.*
- *Quiz each other.*
- *Respond chorally to the teacher.*
- *Use the flashcards to quiz each other.*

D. Discuss Notes

1. Describe and discuss the concept of notes. Explain short notes are used to remind us of what we want to write. Tell students notes are faster than writing whole sentences. Explain that notes can be changed later. Ask students for examples of when they, their teachers, or parents have used notes. Examples include: teachers use notes to create webs on the board, parents use notes when they write things on a calendar or a grocery list.
2. Tell students when you use TACO, you will make notes about the topic, audience, and parts included in the writing prompt. Tell students they will use another trick to organize their thoughts.

E. Use TACO with Writing Prompt

1. Show students SAM writing prompt 1. Read the writing prompt aloud and lay it on the table. Write **TACO** on the writing prompt.
2. Point to the **T** and discuss with students the **T – Topic, what is the SAM writing about?** Read the writing prompt. Make a note under the **T** about the topic of the prompt (e.g., friend found something, rush to house).
3. Discuss with students the **A -- Audience, who will read the story?** Make a note under the **A** about the possible people who will read the story. Examples of people who may read the test are the teacher, other teachers, or some one grading the test. An example note could be *teacher I don't know*.

4. Discuss with students the **C -- Carefully read the prompt**. Ask students if they know of any story parts that might be present in the writing prompt. Identify these parts and circle them. Ask students why they think they should use these parts – they need to include these parts in their SAM writing to pass the writing test!
5. Tell students you will soon discuss the trick for **O – Organizing their notes**.

F. Discuss Good Stories

1. Discuss and identify what makes a story good. Include: stories have several parts, are exciting, and capture the reader’s attention.
2. Good stories are fun to read, fun to write, and make sense. Explain to students they will be writing make believe (imaginary) stories about them.
3. Tell students good stories include who, when, where, a beginning, middle, and end. Also good stories tell characters’ feelings and use exciting, colorful words. Provide examples of each of these components (e.g., in the story, a girl may be the main character, but could be described as an outgoing girl with curly brown hair).
4. Tell students they will learn a trick for remembering the parts of a SAM. Explain the stories will include 8 parts. Tell students they will use the trick to help organize their notes. This will help them write POWERFUL SAM writings.

G. Introduce TOWER

1. Tell students you will teach them a trick for organizing their notes, the **O in TACO**. Remind students “O” in TACO is Organize my notes. State, “Now remember, I told you I would teach a trick for organizing your notes. TOWER is the trick for organizing your notes when you use TACO and are supposed to write a *STORY ABOUT ME*.”
2. Put the TOWER chart in front of the students. Discuss each part of TOWER.
3. **T = Tell who, when, and where –**
 - a. Ask students to give examples of **who** can be main characters in a story. Tell students the **who** in the writing prompt is them. **Who is me**. Then suggest students add other characters to the story to make it more exciting. Refer back to the writing prompt and ask students the **WHO** in the writing prompt. Brainstorm ideas about other characters that could be included in the story. *For example*, main characters can be mom, teacher, police officer, brother, alien, and pirate.
 - b. Ask students to give examples of **when** a story could happen. *For example*, a story can happen yesterday, last night, two days ago, 2000 years ago, 100 years in the future, Wednesday at 4:00, a long time ago, and once upon a time. Refer back to the writing prompt and ask students the **WHEN** in the writing prompt.

- c. Ask students to give examples of **where** a story could take place. *For example*, a story can take place at school, in Nashville, the mall, at home, on a spaceship, in the African desert, or on pirate ship. Refer back to the writing prompt and ask students the **WHERE** in the writing prompt.
4. *Review and ask students to find the who, when, and where in the writing prompt. Have students circle the parts on the writing prompt.*
5. **O = Order of events, beginning, middle, and end.**
 - a. Discuss with students about what happens at the **beginning** of a story. *For example*, in the beginning of the story, the characters, time, and place are introduced. Also, a story might begin with the characters beginning some type of action or wanting to do something. Ask students about a story they are familiar with (e.g., Shrek, The Lion King, etc.) or about a story they have read in class, and identify the beginning of the story. Ask students if only one action can happen in the beginning. Identify and discuss different actions that can happen at the beginning of a story.
 - b. Discuss with students about what happens in the **middle** of a story. Explain these are all of the events that happen after the characters identify what they want to do or after the action begins. *For example*, the characters might run into problems or someone may be preventing them from doing their task. Ask students about a story they are familiar with (e.g., Shrek, The Lion King, etc.) or about a story they have read in class, and identify the middle of the story. Ask students if only one action happens in the middle of a story. Identify and discuss different actions or events that can happen in the middle of a story.
 - c. Discuss with students about what happens at the **end** of a story. *For example*, the characters may solve their problems, become friends, or take home a new pet. Ask students about a story they are familiar with (e.g., Shrek, The Lion King, etc.) or about a story they have read in class, and identify the end of the story.
6. *Ask students if they can find the beginning, middle, or end in the writing prompt. Explain that prompts will not usually include all of these parts, maybe just one or two of them. Have students circle the beginning or middle on the writing prompt.*
7. **W = What did the characters feel?** Discuss with students different feelings characters may feel. Think of a story either you or the students have read or seen and identify the feelings characters had in that story. Have students identify different feelings. Ask students if characters feelings can change during a story. Discuss how and why characters' feelings may change throughout a story. Tell students it is important to write feelings for the characters at the **beginning, middle, and end** of their SAM writing.

8. *Ask students if they can find feelings in the writing prompt. There should be no feelings in the prompt. Tell students they will need to remember to include characters' feelings at the **beginning**, **middle**, and **end** of their SAM writing.*
9. **E = Exciting million dollar words.** Discuss exciting million dollar words. Exciting million dollar words (MDW) are good vocabulary words, words that we don't hear or use all the time. They are words that are just right for what the writer is saying. Exciting MDWs make the story or sentence more interesting to the reader and help the reader imagine in his/her head the characters, setting, place, feelings and actions in the story. Discuss some examples with students. *For example*, they can use freezing instead of cold or terrified instead of scared.
 - a. Discuss with students different types of words to describe characters. For example, students can include descriptions of what the characters look like (e.g., brown hair, blue eyes, tall, skinny), the clothes they wear (e.g., blue jeans and red t-shirt, fancy dress), or the character's personality (e.g., bossy, know-it-all, helpful, generous, shy).
 - b. Discuss with students the descriptions of *where* and *when* may not be enough. Look back at the prompt and identify either the *where* or the *when*. Ask students if this part has enough description. Brainstorm ideas about how to make the *where* or the *when* better (e.g., the green grassy field with bright blue sky).
10. Remind students they may not know who will read their paper and they want the reader to find their story exciting and using exciting MDWs will help make their story better. It can also help them pass a writing test!
11. *Ask students to give other examples of exciting MDWs (e.g., hot, cried, ran, smile, etc.).*
12. *Ask students if the writing prompt provides any exciting MDWs for the characters. If not, emphasize the students will have to include MDWs as part of their SAM writings.*
13. **R = Review your parts and begin writing. Did you include who, when, where, beginning, middle, and end, feelings, and exciting MDWs?** How many parts is that? 8! Tell students it is important that they check their work. This part is to remind to students to check their work and make sure they did not leave out any part. This is also an opportunity for them to change or add more details to any of their ideas, but they must leave in the ideas included in the writing prompt.

H. Find TOWER in *STORY ABOUT ME* (SAM) and Make Notes on Graphic Organizer

1. Tell students you will read and help them examine a SAM another student wrote. While you are reading, they will look to see if the writer used parts of TOWER in the

- writing. Remind students of the parts: T = tell who, when, and where; O = order of events, the beginning, middle, and end; W = what did the characters feel?; E = exciting MDWs. How many parts? 8. *Leave out the TOWER chart.*
2. Introduce the graphic organizer. Put the graphic organizer on the table. Tell students you will make notes together for each part of TOWER on the graphic organizer. Explain to students this is how writers plan before they write.
 3. Read aloud the writing prompt. Identify the **T – Topic** of the writing prompt, the **A – Audience**, who will read the SAM writing, and **C – carefully** read the writing prompt. Identify the parts included in the prompt, circle them, and have students help you make notes.
 - a. Tell students you are going to make notes in the graphic organizer. Remind them that these are enough words to help you remember your ideas. These are not full sentences. Tell students the notes are written like **CAVEMAN TALK**. Write an example of **CAVEMAN TALK** using a part from the prompt (e.g., friend find, rush to house). Students can help with the next part and suggest what should be written down in **CAVEMAN TALK**.
 4. Read aloud the SAM writing. You may want to give students a copy of the story to follow along.
 5. Have students identify who, when, and where. Explain to students that these parts can come in different orders. Sometimes, you might read who, when, and where, and other times it might be when, where, and who. Students can underline or circle the parts in the SAM writing if they have their own copies.
 6. Write notes for the parts in the graphic organizer in **CAVEMAN TALK**. Have students identify the parts and help write notes. Emphasize notes are not full sentences, but just enough words to help you remember your ideas.
 7. Have students identify the beginning, middle, and end. Explain to students that these parts must be in a specific order so the SAM writing makes sense. Have students identify the parts and write a **B, M, and E** next to the paragraphs in the story that represent the beginning, middle, and end. Students can help write notes in **CAVEMAN TALK** for each part. Identify the different actions that happen in each of these parts of the story.
 8. Have students identify feelings of the characters. Ask students where the feelings were identified. Were character feelings identified in the beginning, middle, or end? Have students identify the feelings, circle or underline the feelings, and help write notes in **CAVEMAN TALK** for the feelings the characters had.

9. Have students identify exciting MDWs. Read through the story and discuss what words were really exciting and captured the students' attention. Circle the exciting MDWs. Look for words that could have been changed to be more exciting. Have students help write notes and ask students to suggest different words.
 - a. Show students the Exciting MDW list. Tell students they will keep a list of exciting MDWs and will add words to the list each time they read a *STORY ABOUT ME* or think of exciting MDWs.
 - b. Have students write the exciting MDWs from the story. Ask students for other exciting MDWs they could use and have students record them on the Exciting MDW List.
10. Review all of the parts. Read through the notes to see if all of the parts have been identified. Check whether or not the parts are present. Emphasize it is important to read through the notes before we write to make sure that all of the parts are included.

I. Practice TACO and TOWER (if time permits)

You can have students:

- *Write out TACO and TOWER on scratch paper and state the meaning of each part.*
- *Quiz each other using scratch paper.*
- *Respond chorally to the teacher*
- *Use flashcards to quiz each other.*

J. Lesson Wrap Up

1. Announce test next session! Tell students they will not be graded. They will tell what TACO and TOWER mean from memory.
2. Tell students you know that they will be asked to write a story each week. Tell students that this will be a test and they can use the tricks for the test. Tell students you will not be reading the test, but will read them once you are done teaching them. Tell students to just try their best.
3. Give students their folders. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass the folders out for the next lesson.
4. Determine if some of your students need a little more help with this lesson and plan for this as possible.

Writing Prompt #1

Writing Situation: Pretend your friend called you and said, “You aren’t going to believe what I found!” You rushed over to your friend’s home.

Directions for Writing: Before you begin to write, think about what your friend found and what happened.

Now write a story about what happened when your friend found something.

Writing #1

It was Saturday afternoon and I was sitting at home doing nothing. I was really bored. The phone suddenly rang. "Ring, ring!" I jumped to the phone and it was my friend Julie. She yelled, "You have to get over here! You aren't going to believe what I found!" I ran upstairs to ask my mother if I could go to Julie's house. I was so excited and curious to see what she found! My mom said I could go over to Julie's for a little bit. I rushed downstairs and ran out to the garage to grab my blue bike. I pedaled like I have never pedaled before and was quickly at Julie's house.

I anxiously knocked on the door. I heard Julie scream, "Coming!" She opened the door, grabbed my hand and said, "Hurry up! We have to get to my room." I followed her upstairs and we ran into her room. I saw a big pile of dirty clothes on the floor. I asked her, "Why are those clothes so dirty?" She told me she had been outside planting flowers with her mom. She said she was digging in the dirt and found something. Then, Julie pulled out a real treasure map. She whispered, "Do you believe it? It is a real treasure map. It must be at least 5,000 years old!"

I was amazed. The map looked old and the pictures were kind of funny. I asked, "What do you think it is for?" Julie said she did not know, but said that it was our job to follow it! I was not sure about that because I told my mom I wouldn't be at Julie's for too long.

Julie took my hand and we went downstairs to ask her mom if we could go outside and search for the treasure. She asked her mom if she would call my mom and let her know I would be staying through dinner. Then, Julie and I ran outside to study the map and to find the secret treasure. We searched around the yard, found the spot, and started digging. As we were digging, we hit something hard. Quickly, we uncovered the treasure chest, broke the lock on it, and opened it up. We were both excited when we saw the treasure chest was full of gold and jewels.

Writing #1

It was Saturday afternoon (**WHEN**) and I (**WHO**) was sitting at home (**WHERE**) doing nothing. I was really bored (**FEELING**). The phone suddenly rang. “Ring, ring!” (**MDW**) I jumped to the phone and it was my friend Julie (**WHO**). She yelled, “You have to get over here! You aren’t going to believe what I found!” I ran upstairs to ask my mother if I could go to Julie’s house (**WHERE**). I was so excited (**FEELING**) to see what she found! My mom said I could go over to Julie’s for a little bit. I rushed downstairs and ran out to the garage to grab my bike. I pedaled like I have never pedaled before and was quickly at Julie’s house (**BEGINNING**).

I anxiously (**MDW**) knocked on the door. I heard Julie scream, “Coming!” She opened the door, grabbed my hand and said, “Hurry up! We have to get to my room.” I followed her upstairs and we ran into her room. I saw a big pile of dirty (**MDW**) clothes on the floor. I asked her, “Why are those clothes so dirty?” She told me she had been outside planting flowers with her mom. She said she was digging in the dirt and found something. Then, Julie pulled out a real treasure map. She whispered (**MDW**), “Do you believe it? It is a real treasure map. It must be at least 5,000 years old!”

I was amazed (**FEELING**). The map looked old and the pictures were kind of funny. I asked, “What do you think it is for?” Julie said she did not know, but said that it was our job to follow it! I was not sure

about that because I told my mom I wouldn't be at Julie's for too long (**MIDDLE**).

Julie took my hand and we went downstairs to ask her mom if we could go outside and search for the treasure. She asked her mom if she would call my mom and let her know I would be staying through dinner. Then, Julie and I ran outside to study the map and to find the secret (**MDW**) treasure. We searched around the yard, found the spot, and started digging. As we were digging, we hit something hard. Quickly, we uncovered the treasure chest, broke the lock on it, and opened it up. We were both excited (**FEELING**) when we saw the treasure chest was full of gold and jewels (**END**).

Lesson 2
(Approximately 1 or 2 sessions;
***This lesson can be repeated if necessary*)**

PROJECT WRITE: REVIEWING TACO & TOWER

Purpose: Develop Background Knowledge, Discuss It

Objectives: Review and practice TACO & TOWER; identify SAM (*STORY ABOUT ME*) parts in writing prompt and story example; establish concept of transfer

Materials:

- TACO & TOWER Charts
- SAM writing prompt 2A or 2B (copies for students)
- SAM example 2A or 2B (copies for students)
- TACO & TOWER graphic organizer
- Flash cards
- Paper
- Pencils
- Scratch paper
- Student folder
- PBS tickets

Behavioral Component: Review school-wide behavior goals. Remind students that PBS tickets can be earned during writing lessons. Identify which behavior students would like to work on (e.g., respect, responsibility). Talk about what actions students must take to earn the ticket at the end of the lesson. Use high rates of opportunities to respond and positive feedback throughout the lesson and other appropriate management strategies as necessary.

A. Test and Review TACO & TOWER

1. Pass out a sheet of blank notebook paper to students. Ask students to write the ***Writing Test Trick*** across the top of their papers (**TACO**). Ask students what each letter stands for (**T – topic; A – Audience; C – Carefully read the prompt; O – Organize my notes**), and why it is important for responding to writing prompts (*it is fun to read, fun to write, make sense, uses exciting words, thinks about the audience, and has all its parts*).
2. Ask students to write the ***Writing Test Organizing Trick*** for the SAM story down the side of their paper (**TOWER**). Ask students what each letter stands for (**T – tell who, when, and where; O – order of events; beginning, middle and end; W – what did the characters feel; E – exciting MDW; R – review notes and begin to write**) and why it is important for writing good SAM compositions (*it is fun to read, fun to write, make sense, uses exciting words, thinks about the audience, and has all its parts*). If students have trouble, be supportive and prompt as needed.
3. ***IT IS ESSENTIAL THAT STUDENTS MEMORIZE THE TRICKS. SPEND A FEW MINUTES REVIEWING AND MEMORIZING THE TRICKS. If students are having***

trouble memorizing TACO and TOWER, you may want to work on just one mnemonic at a time.

4. Options for practice – have students:
 - *Write out TACO and TOWER on their papers and explain what each letter means to a partner.*
 - *Quiz each other.*
 - *Respond chorally to the teacher.*
 - *Use the flashcards to quiz each other.*
5. Tell students they will be tested each day to make sure they remember TACO and TOWER. Remind students they can practice memorizing it whenever they have time.

B. Use TACO with Writing Prompt

6. Show students SAM writing prompt 1. Read the writing prompt aloud and lay it on the table. Write **TACO** on the writing prompt.
7. Point to the **T** and discuss with students the **T – Topic, what is the SAM writing about?** Read the writing prompt. Make a note under the **T** about the topic of the prompt.
8. Discuss with students the **A -- Audience, who will read the story?** Make a note under the **A**. *A teacher I do not know, but who knows what good writing is and the components of good writing. Remind students this teacher will read their STORY ABOUT ME and will give their classroom teacher a score and comments about their story.*
9. Discuss with students the **C -- Carefully read the prompt.** Ask students if they know of any story parts that might be present in the writing prompt. Ask students why they think they should use these parts – they need to have the parts that are given to pass the writing test!
10. Ask students what trick they use for writing their notes. **TOWER.**

C. Find TOWER in *STORY ABOUT ME* (SAM) Writing and Make Notes on Graphic Organizer

11. Remind students about the trick for organizing their notes. Remind students “O” in TACO is Organize my notes. State, “Now remember TOWER is the trick for organizing your notes when you use TACO and are supposed to write a *STORY ABOUT ME*.”
12. Tell students you will read and help them examine a SAM another student wrote. While you are reading, they will look to see if the writer used parts of TOWER in the writing. Remind students of the parts: T = tell who, when, and where; O = order of events, the beginning, middle, and end; W = what did the characters feel?; E = exciting million dollar words. How many parts? 8. *Leave out the TOWER chart.*

13. Put graphic organizer on the table. Tell students you will make notes together for each part of TOWER on the graphic organizer. Explain to students this is how writers plan before they write.
14. Read aloud the writing prompt. Identify the parts included in the prompt, *circle the parts*, and have students help you make notes. *You can give students their own writing prompt copies or graphic organizers and have them make their own notes.*
 - a. Tell students you are going to make notes in the graphic organizer. Remind them that these are enough words to help you remember your ideas. These are not full sentences. Tell students the notes are written like **CAVEMAN TALK**. Write an example of **CAVEMAN TALK** using a part from the writing prompt. Students can help with the next part and suggest what should be written down in **CAVEMAN TALK**.
15. Read aloud the SAM writing 2A (or 2B). You may want to give students a copy of the story to follow along.
16. Have students identify who, when, and where. Explain to students that these parts can come in different orders. Sometimes, you might read who, when, and where, and other times it might be when, where, and who. Students can underline or circle the parts in the SAM writing if they have their own copies.
17. Write notes for the parts in the graphic organizer in **CAVEMAN TALK**. Have students identify the parts and help write notes. Emphasize notes are not full sentences, but just enough words to help you remember your ideas.
18. Have students identify the beginning, middle, and end. Explain to students that these parts must be in a specific order so the SAM writing makes sense. Have students identify the parts and write a **B, M, and E** next to the paragraphs in the story that represent the beginning, middle, and end. Students can help write notes in **CAVEMAN TALK** for each part. Identify the different actions that happen in each of these parts of the story.
19. Have students identify feelings of the characters. Ask students where the feelings were identified. Were character feelings identified in the beginning, middle, or end? Have students identify the feelings, circle or underline the feelings, and help write notes in **CAVEMAN TALK** for the feelings the characters had.
20. Have students identify exciting MDWs. Read through the story and discuss what words were really exciting and captured the students' attention. Circle the exciting MDWs. Look for words that could have been changed to be more exciting. Have students help write notes and ask students to suggest different words.
 - a. Remind students about the Exciting MDW list. Tell students they will keep a list of exciting MDWs and will add words to the list each time they read a *STORY ABOUT ME* or think of exciting MDWs.

Remind students you will not be reading the test, but will read them once you are done teaching them. Remind students to just try their best.

4. Give students their folders. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass the folders out for the next lesson.
5. Determine if some of your students need a little more help with this lesson and plan for this as possible.

Writing Prompt #2A

Writing Situation: Pretend you arrived at school early. In the hallway, you found a huge backpack as tall as the ceiling, and it started to move.

Directions for Writing: Before you begin to write, think about what happened when the large backpack started move.

Now write a story about your adventure the day the huge backpack started to move.

Writing #2A

My mom woke me up really early the other day. She had an important meeting and said I needed to go to school early. I was very tired as I got dressed and ate my breakfast. My mom packed my lunch and backpack and told me to get in the car. She dropped me off at school and I slowly walked to the door. I didn't know if anybody would be there that early. I was kind of nervous to go in alone.

I opened the front door and walked down the hallway to my locker. I didn't see or hear anyone. Then, I turned the corner and there was a huge backpack that stretched to the ceiling in front of me. I took a few steps back and just stared. I was scared and in shock. Suddenly, the backpack began to move. I jumped high into the air and ran around the corner.

I leaned against the wall and started thinking. Why was that backpack there? What was in it? I peeked around the corner. The backpack kept moving and I could hear students shouting. I must not have been alone. Then, the bag started falling in my direction. BOOM! The bag fell over and candy of all kinds came pouring out. I saw other students running over the bag to get the candy. I jumped into the big pile of candy, grabbed everything I could and stuffed it into my pockets.

I asked another student where all of the candy came from. She didn't know but told me to keep grabbing candy and that we might have enough candy to eat forever. I got my backpack, dumped my books, and stuffed my

backpack with candy. I was happy that I came to school early. This was going to be a great day!

Writing #2A

My mom (**WHO**) woke me (**WHO**) up really early the other day (**WHEN**). She had an important meeting and said I needed to go to school early. I was very tired (**FEELING**) as I got dressed and ate my breakfast. My mom packed my lunch and backpack and told me to get in the car. She dropped me off at school (**WHERE**) and I slowly walked to the door. I didn't know if anybody would be there that early. I was kind of nervous (**FEELING**) to go in alone. (**BEGINNING**)

I opened the front door and walked down the hallway (**WHERE**) to my locker. I didn't see or hear anyone. Then, I turned the corner and there was a huge backpack that stretched to the ceiling in front of me. I took a few steps back and just stared (**MDW**). I was scared and in shock (**FEELING**). Suddenly (**MDW**), the backpack began to move. I jumped high into the air and ran around the corner.

I leaned against the wall and started thinking. Why was that backpack there? What was in it? I peeked (**MDW**) around the corner. The backpack kept moving and I could hear students shouting. I must not have been alone. Then the bag started falling in my direction. BOOM! (**MDW**) The bag fell over and candy of all kinds came pouring out. I saw other students running over the bag to get the candy. I leaped into the big pile of candy, grabbed everything I could and stuffed it into my pockets. (**MIDDLE**)

I asked another student (**WHO**) where all of the candy came from. She didn't know but told me to keep grabbing candy and that we might have enough candy to eat

forever. I got my backpack, dumped (**MDW**) my books,
and stuffed my backpack with candy. I was happy
(**FEELING**) that I came to school early. This was going to
be a great day! (**END**)

Writing Prompt #2B

Writing Situation: Pretend one day you are sitting in class and a bird lands on the windowsill and starts talking.

Directions for Writing: Before you begin to write, think about what happened when the bird lands on the windowsill, what the bird says, and what the bird does.

Now write a story about the day you were sitting in class and a bird lands on the windowsill and starts talking

Writing Prompt #2B

The other day, I was sitting in math class and I was staring out the window. Mrs. Buckley, the teacher, asked me a question and I turned my head and just looked at her blankly. She repeated the question and I turned red. I felt embarrassed that I had not heard her the first time.

I looked down at my book and tried to follow along as Mrs. Buckley was talking. I noticed something out of the corner of my eye and looked up at the window again. I saw a tiny, yellow bird sitting there and was surprised that she didn't fly away. Suddenly, the bird asked me, "Are you enjoying today's weather?" I was surprised and turned to Jessica, the brown haired girl sitting next to me, and asked her if she heard the bird talk.

Jessica whispered, "No. I didn't hear anything. Pay attention. We are doing math, now." I felt bad because I interrupted Jessica from her math work. Then, the bird said louder, "It is perfect weather for digging up worms." I looked around the classroom and saw the other students pointing at the bird and whispering. I knew they must have heard the bird talking.

Mrs. Buckley turned around from the blackboard and asked the students what was happening. Jessica raised her hand and blurted out, "There is a bird on the windowsill talking about the weather and worms!" I felt sad for Jessica because the teacher did not believe her.

Then, the bird zoomed across the room and landed on the Mrs. Buckley's shoulder. She jumped up because she was surprised. The bird asked her, "Are you teaching the students about the weather and worms?" Mrs. Buckley

shook her head no. Then the bird asked, "May I have a few minutes to talk to your class about the weather and worms?" Mrs. Buckley nodded yes.

For the next half hour, the bird talked about the best kind of weather for digging up worms, different types of worms, which ones tasted yummy and which ones tasted yucky, and his favorite worms. I closed my math book and sat listening to the bird talk. I was excited because our math lesson ended. Besides, listening to the bird was much more interesting than learning about math!

Writing Prompt #2B

The other day (**WHEN**), I (**WHO**), was sitting in math class (**WHERE**), and I was staring out the window. Mrs. Buckley, the teacher (**WHO**), asked me a question and I turned my head and just looked at her blankly. She repeated the question and I turned red (**MDW**). I felt embarrassed (**FEELING**), that I had not heard her the first time (**BEGINNING**).

I looked down at my book and tried to follow along as Mrs. Buckley was talking. I noticed something out of the corner of my eye and looked up at the window again. I saw a tiny, yellow (**MDW**), bird sitting there and was surprised that she didn't fly away. Suddenly (**MDW**), the bird asked me, "Are you enjoying today's weather?" I was surprised and turned to Jessica, the brown haired girl sitting next to me, and asked her if she heard the bird talk.

Jessica whispered (**MDW**), "No. I didn't hear anything. Pay attention. We are doing math, now." I felt bad because I interrupted Jessica from her math work. Then, the bird said louder, "It is perfect weather for digging up worms." I looked around the classroom and saw the other students pointing at the bird and whispering. I knew they must have heard the bird talking.

Mrs. Buckley turned around from the blackboard and asked the students what was happening. Jessica raised her hand and blurted out, "There is a bird on the windowsill talking about the weather and worms!" I felt sad for Jessica because the teacher did not believe her (**MIDDLE**).

Then, the bird zoomed (**MDW**) across the room and landed on the Mrs. Buckley's shoulder. She jumped up because she was surprised. The bird asked her, "Are you teaching the students about the weather and worms?" Mrs. Buckley shook her head no. Then the bird asked, "May I have a few minutes to talk to your class about the weather and worms?" Mrs. Buckley nodded yes.

For the next half hour, the bird talked about the best kind of weather for digging up worms, different types of worms, which ones tasted yummy (**MDW**) and which ones tasted yucky (**MDW**), and his favorite worms. I closed my math book and sat listening to the bird talk. I was excited (**FEELING**) because our math lesson ended. Besides, listening to the bird was much more interesting than learning about math! (**END**)

Lesson 3
(Approximately 1 session)

PROJECT WRITE: TACO & TOWER WITH SAM THAT MAKES SENSE

Purpose: Develop Background Knowledge, Discuss It

Objectives: Review and practice TACO & TOWER; identify SAM (*STORY ABOUT ME*) parts in writing prompt and story example; recognize SAM parts that make sense

Materials:

- TACO & TOWER Charts
- SAM writing prompt 3A (copies for students)
- SAM example 3A (copies for students)
- TACO & TOWER graphic organizer
- Flash cards
- Paper
- Pencils
- Scratch paper
- Student folder
- PBS tickets

Behavioral Component: Review school-wide behavior goals. Remind students that PBS tickets can be earned during writing lessons. Identify which behavior students would like to work on (e.g., respect, responsibility). Talk about what actions students must take to earn the ticket at the end of the lesson. Use high rates of opportunities to respond and positive feedback throughout the lesson and other appropriate management strategies as necessary.

A. Test and Review TACO & TOWER, Discuss Transfer

1. Pass out a sheet of blank notebook paper to students. Ask students to write the **Writing Test Trick** across the top of their papers. Ask students what each letter stands for (**T – topic; A – Audience; C – Carefully read the prompt; O – Organize my notes**), and why it is important for responding to writing prompts (*it is fun to read, fun to write, make sense, uses exciting words, thinks about the audience, and has all its parts*).
2. Ask students to write the **Writing Test Organizing Trick** for the SAM story down the side of their paper. Ask students what each letter stands for (**T – tell who, when, and where; O – order of events; beginning, middle and end; W – what did the characters feel; E – exciting MDW; R – review notes and begin to write**) and why it is important for writing good SAM compositions (*it is fun to read, fun to write, make sense, uses exciting words, thinks about the audience, and has all its parts*). If students have trouble, be supportive and prompt as needed.
3. **IT IS ESSENTIAL THAT STUDENTS MEMORIZE THE TRICKS. SPEND A FEW MINUTES REVIEWING AND MEMORIZING THE TRICKS. If students are having**

trouble memorizing TACO and TOWER, you may want to work on just one mnemonic at a time.

4. Tell students they will be tested each day to make sure they remember TACO and TOWER. Remind students they can practice memorizing it whenever they have time.
5. **ON MONDAYS OR TUESDAYS ONLY** – Remind students what transfer means. Ask students if they have transferred their trick. Brainstorm ideas of where they can use the trick. They can use TACO when their teacher gives them a district or state writing test or they practice for the test, or the TCAP test. Identify instances when students can use TOWER. They could use TOWER for: book reports, letters to friends or family when they want to tell them about an exciting story, school newsletter, writing about something true that happened to them.
6. **ON MONDAYS OR TUESDAYS ONLY** – Ask students if they took a practice test the previous week. Ask students if they used TACO or TOWER on the practice test. Tell students they might not know how to use the trick yet, and that is okay. Tell students that in the future, once they know how to use the trick, you expect them to use TACO and TOWER on their weekly practice tests.

B. Use TACO with Writing Prompt

1. Show students SAM writing prompt 1. Read the writing prompt aloud and lay it on the table. Write **TACO** on the writing prompt.
2. Point to the **T** and discuss with students the **T – Topic, what is the SAM writing about?** Read the writing prompt. Make a note under the **T** about the topic of the prompt.
3. Discuss with students the **A -- Audience, who will read the story?** Make a note under the **A**. *A teacher I do not know, but who knows what good writing is and the components of good writing. Remind students this teacher will read their STORY ABOUT ME and will give their classroom teacher a score and comments about their story.*
4. Discuss with students the **C -- Carefully read the prompt.** Ask students if they know of any story parts that might be present in the writing prompt. Ask students why they think they should use these parts – they need to have the parts that are given to pass the writing test!
5. Ask students what trick they use for writing their notes. **TOWER.**

C. Find TOWER in STORY ABOUT ME (SAM) Writing and Make Notes on Graphic Organizer

1. Remind students about the trick for organizing their notes. Remind students “O” in TACO is Organize my notes. State, “Now remember TOWER is the trick for organizing your notes when you use TACO and are supposed to write a *STORY ABOUT ME.*”

2. Tell students you will read and help them examine a SAM another student wrote. While you are reading, they will look to see if the writer used parts of TOWER in the writing. Remind students of the parts: T = tell who, when, and where; O = order of events, the beginning, middle, and end; W = what did the characters feel?; E = exciting million dollar words. How many parts? 8. *Leave out the TOWER chart.*
3. Put graphic organizer on the table. Tell students you will make notes together for each part of TOWER on the graphic organizer. Remind students this is how writers plan before they write.
4. Read aloud the writing prompt. Identify the parts included in the prompt, ***circle the parts***, and have students help you make notes. *You can give students their own writing prompt copies or graphic organizers and have them make their own notes.*
 - a. Tell students you are going to make notes in the graphic organizer. Remind them that these are enough words to help you remember your ideas. These are not full sentences. Tell students the notes are written like **CAVEMAN TALK**. If necessary, write an example of **CAVEMAN TALK** using a part from the prompt. Students can help with the next part and suggest what should be written down in **CAVEMAN TALK**.
5. Read aloud the SAM writing. You may want to give students a copy of the story to follow along.
6. Have students identify who, when, and where. Explain to students that these parts can come in different orders. Sometimes, you might read who, when, and where, and other times it might be when, where, and who. Students can underline or circle the parts in the SAM writing if they have their own copies.
7. Write notes for the parts in the graphic organizer in **CAVEMAN TALK**. Have students identify the parts and help write notes. Emphasize notes are not full sentences, but just enough words to help you remember your ideas.
8. Have students identify the beginning, middle, and end. Explain to students that these parts must be in a specific order so the SAM writing makes sense. Have students identify the parts and write a **B, M, and E** next to the paragraphs in the story that represent the beginning, middle, and end. Students can help write notes in **CAVEMAN TALK** for each part. Identify the different actions that happen in each of these parts of the story.
9. Have students identify and state the feelings of the characters. Were characters' feelings identified in the beginning, middle, or end? Have students identify the feelings, circle or underline the feelings, and help write notes in **CAVEMAN TALK** for the feelings the characters had.
10. Have students identify exciting MDWs. Read through the story and discuss what words were really exciting and captured the students' attention. Circle the exciting MDWs. Look for

words that could have been changed to be more exciting. Have students help write notes and ask students to suggest different words.

- b.** Remind students about the Exciting MDW list. Tell students they will keep a list of exciting MDWs and will add words to the list each time they read a *STORY ABOUT ME* or think of exciting MDWs.
 - c.** Have students write the exciting MDWs from the story. Ask students for other exciting MDWs they could use and have students record them on the Exciting MDW List.
- 11.** Review all of the parts. Read through the notes to see if all of the parts have been identified. Check whether or not the parts are present. Emphasize it is important to read through the notes before we write to make sure that all of the parts are included.
- 12.** Ask students if the different story parts make sense. If the story parts do not make sense, ask students for different parts (e.g., different beginning, middle, end, feelings, or exciting MDWs.) **Emphasize that in order to capture your reader and keep them interested in the story, the parts need to make sense and be exciting.** Cross out the parts on the graphic organizer that do not make sense. Write students' suggestions for changing the parts to have them make more sense.

D. Lesson Wrap Up

- 1.** Announce test next session! Tell students they will not be graded. They will tell what TACO and TOWER mean from memory.
- 2.** Remind students you know that they will be asked to write a story each week and that this will be a practice test. Tell students they can use the tricks for the practice test. Remind students you will not be reading the test, but will read them once you are done teaching. Tell students to just try their best.
- 3.** Give students their folders. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass the folders out for the next lesson.
- 4.** Determine if some of your students need a little more help with this lesson and plan for this as possible.

Writing Prompt #3

Writing Situation: Pretend that today you are taking an imaginary trip.

Directions for Writing: Before you begin to write, think of a special place you would like to go and what you would like to do there.

Now write a story about an adventure you have in your special place.

Writing #3

Today is a special day. I am going on an imaginary trip. I pack my backpack with different things I will need. I need to take the kitchen sink, a map, hat, lunch, and a coat. I am going to Antarctica! I better take my sandals because it is very cold there. This is going to be the greatest trip ever!

After I pack my bag and say goodbye to my mom, I go to the train station to catch the next airplane to Antarctica. It is a long train ride. I fall asleep on the airplane and dream of all the different animals, plants, and trees I will see when I arrive to the rain forest.

Finally, I arrive. I am so tired from the long train ride I start looking for a hotel. To my surprise, there are no hotels. I begin to feel upset and hot. I should have packed better. I walk around and all I see is ice and snow.

I walk and eat and crawl and run. Suddenly, there is a large group of penguins in front of me. One penguin walks up and starts talking! I am surprised! The alligator takes me by the hand and tells me not to worry. He says that they can help me get home. I feel a little better. I ask the penguin if she has any food that I can eat. I am so thirsty. She gives me a cardboard box to eat.

When I finish eating, the penguin takes me to where the horses live. She tells me I am going to have a special trip home. She hands me a space suit and says I will ride the horse under water to get back

home. I put on the suit, hop on the horse, and the cow dives under water. WOW! Space is amazing underwater! I love this trip! I hold on tight and the horse swims through the oceans and rivers to arrive back to my house.

Finally, I arrive home. I am exhausted after such a long trip. I hug my mom, get ready for bed, and eat breakfast. This was an awful day.

Writing #3

Today (**WHEN**) is a special day. I (**WHO**) am going on an imaginary trip. (**BEGINNING**) I pack my backpack with different things I will need. I need to take the kitchen sink, a map, hat, lunch, and a coat. I am going to Antarctica (**WHERE**)! I better take my sandals because it is very cold there. This is going to be the greatest trip ever!

After I pack my bag and say goodbye to my mom, I go to the train station (**WHERE**) to catch the next airplane to Antarctica. It is a long train ride. I fall asleep on the airplane and dream of all the different animals, plants, and trees I will see when I arrive to the rain forest.

(**MIDDLE**) Finally, I arrive. I am so tired (**FEELING**) from the long train ride I start looking for a hotel. To my surprise, there are no hotels. I feel upset and hot (**FEELING**). I should have packed better. I start walking around and all I see is ice and snow.

I walk and eat and crawl and run. Suddenly, there is a large group of penguins in front of me. One penguin walks up and starts talking! I am surprised (**FEELING**)! The alligator takes me by the hand and tells me not to worry. He says that they can help me get home. I feel a little better. I ask the penguin if she has any food that I can eat. I am so thirsty. She gives me a cardboard box to eat.

When I finish eating, the penguin takes me to where the horses live. She tells me I am going to have a special trip home. She hands me a space suit

and says I am going to ride the horse under water to get back home. I put on the suit, hop on the horse, and the cow dives under water. WOW! Space is amazing underwater! I love this trip (**FEELING**)! I hold on tight and the horse swims through the oceans and rivers to arrive back to my house.

Finally, I arrive home. I am exhausted (**FEELING**) after such a long trip. I hug my mom, get ready for bed, and eat breakfast. This was an awful day. (**END**)

Lesson 4
(Approximately 3 or 4 sessions)

PROJECT WRITE: MODEL TACO & TOWER

Purpose: Review TACO and TOWER, Model Organizing and Writing, Record Self-Instructions, Introduce Graphing

Objectives: Review and practice TACO & TOWER; identify SAM (*STORY ABOUT ME*) parts in writing prompt and story example, model self-instructions, model identifying SAM parts in writing prompt, model organizing notes and writing, establish personal self-instructions for students, introduce rockets

Materials:

- TACO & TOWER Charts
- SAM writing prompt 4A, 4B, 4C (copies for students)
- SAM example 4A & 4B (copies for students)
- TACO & TOWER graphic organizer (3)
- Flash cards
- Paper
- Pencils
- Scratch paper
- Student folder
- PBS tickets
- Self-statements sheets
- Blank TOWER sheet

Behavioral Component: Review school-wide behavior goals. Remind students that PBS tickets can be earned during writing lessons. Identify which behavior students would like to work on (e.g., respect, responsibility). Talk about what actions students must take to earn the ticket at the end of the lesson. Use high rates of opportunities to respond and positive feedback throughout the lesson and other appropriate management strategies as necessary.

A. Test and Review TACO & TOWER, Discuss Transfer

1. Pass out a sheet of blank notebook paper to students. Ask students to write the **Writing Test Trick** across the top of their papers. Ask students what each letter stands for, and why it is important for responding to writing prompts (*it is fun to read, fun to write, make sense, uses exciting words, thinks about the audience, and has all its parts*).
2. Ask students to write the **Writing Test Organizing Trick** for the SAM story down the side of their paper. Ask students what each letter stands for and why it is important for writing good SAM compositions (*it is fun to read, fun to write, make sense, uses exciting words, thinks about the audience, and has all its parts*). If students have trouble, be supportive and prompt as needed.

3. ***IT IS ESSENTIAL THAT STUDENTS MEMORIZE THE TRICKS. SPEND A FEW MINUTES REVIEWING AND MEMORIZING THE TRICKS. If students are having trouble memorizing TACO and TOWER, you may want to work on just one mnemonic at a time.***
4. Tell students they will be tested each day to make sure they remember TACO and TOWER. Remind students they can practice memorizing it whenever they have time.
5. ***ON MONDAYS OR TUESDAYS ONLY*** – Remind students what transfer means. Ask students if they transferred their trick. Brainstorm ideas of where they can use the trick. They can use TACO when their teacher gives them a district or state writing test or they practice for the test, or the TCAP test. Identify instances when students can use TOWER. They could use TOWER for: book reports, letters to friends or family when they want to tell them about an exciting story, school newsletter, writing about something true that happened to them.
6. ***ON MONDAYS OR TUESDAYS ONLY*** – Ask students if they took a practice test the previous week. Ask students if they used TACO or TOWER on the practice test. Tell students they might not know how to use the trick yet, and that is okay. Tell students that in the future, once they know how to use the trick, you expect them to use TACO and TOWER on their weekly practice tests.

***COMPLETE PARTS B IF STUDENTS NEED MORE PRACTICE FINDING PARTS
IN THE PROMPT AND STORY***

***(There are 2 stories that you can use for extra practice:
Writing Prompts and SAM Writings 4A & 4B.)***

B. Use TACO with Writing Prompt and Find TOWER in *STORY ABOUT ME* (SAM), Think of Other or Better SAM Parts, Make Notes on Graphic Organizer

1. Put out TACO and TOWER chart and graphic organizer. Read through one more example (**Writing Prompt # 4A or 4B, SAM Writing 4A or 4B**) and have students identify parts for the writing prompt: T – Topic, A – Audience, C – Carefully read the prompt, O – Organize notes. Have students use TOWER to organize notes: T – tell who, when, where, O – order of events: beginning, middle, and end, W – what the characters felt, E – exciting MDWs, and R – review the parts. How many parts? 8.
2. Be sure to model writing in note form on the graphic organizer. Emphasize notes are not full sentences, but just enough words to help you remember your ideas. *You can give students their own writing prompt sheet and/or graphic organizers and have them make their own notes.* Ask students if they can think of more or better parts. Students can add exciting MDWs to their word list.

C. Model Using Self-Statements for TACO

Throughout the modeling use problem definition, planning, self-evaluation, self-reinforcement, and coping statements as you work. Use statements you believe your individual students would need or find useful when they write.

1. Tell students you are going to model for them how you write. Explain you will use the tricks to help you and you are going to say statements to yourself out loud to help you get through the writing process. *For example*, “I might think in my head, what is it I have to do? I have to write a good **STORY ABOUT ME**. I need to make sure I have all my parts and the story makes sense and is fun to read and write.” Tell students to listen carefully to the statements.
2. Show students SAM writing prompt **4C**. Read the writing prompt aloud and lay it on the table. Write **TACO** on the writing prompt.
3. Point to the **T** and state, “Remember the first letter is **T – Topic, what is the SAM writing about?**” Ask yourself, “What will I write about today?” Read the writing prompt. Make a note under the **T** about the topic of the prompt.
4. Model statements you might say to yourself when you are identifying the topic. *For example*, “I have to let my mind be free.” “Take my time. A good idea will come to me.” “Think of fun, new ideas.” You can also start with a negative statement and model how a coping statement can help get you back on track. *For example*, “I can’t think of what to do with this topic. That’s okay. Take my time and let my mind be free.” “This is a boring topic and I don’t want to write about it. Ok, if I just take my time, a good idea will come to me.”
5. Model deciding who the audience is that will read the story. State, “**A -- Audience, who will read the story?**”
6. Model statements you might say to yourself when you are considering the audience. *For example*, “I have no idea who will read this. Wait! Yes, I do. My teacher or the people who score the test.” *Or*, “Who is my audience? Why does this matter? I need to pass the test. I want the story to be fun to read.” *Or*, “It is a teacher I don’t know, but that teacher knows what good writing is so I need to make sure my writing is fun to read.”
7. Make a note under the **A** about the possible people who will read the story. Examples of people who may read the test are the teacher, other teachers, or someone grading the test.
8. Model reading the prompt. State, “Next, I have to **C -- Carefully read the prompt.**” Read the prompt out loud.
9. Model statements you might say about the writing prompt. *For example*, “I don’t like this topic! I don’t know what to write. Let my mind be free and I can think of good ideas.” *Or* “This is going to be a fun story to write. I like this topic.”

10. Model organizing your notes. State, “Now I have to **O – Organize my notes**. I know a trick for this. I can use **TOWER**.” Before you begin using **TOWER**, model finding the parts in the prompt and use statements to identify the parts and make them better. *For example*, “I have to make sure I use the parts from the prompt. What does the prompt tell me? I better circle the parts.” *Or*, “Okay, the prompt tells me who and where. I think I can make these parts better with exciting million dollar words. That will help me pass the test!”

D. Discuss Using “O” in TACO, Model Using TOWER to Make Notes

Throughout the modeling use problem definition, planning, self-evaluation, self-reinforcement, and coping statements as you work. Use statements you believe your individual students would need or find useful when they write.

1. The last letter in TACO is **O – organize my notes**. Explain you are going to write a SAM today. You need a trick for O. The trick for organizing your notes for a SAM is **TOWER**. You will use **TACO** and **TOWER** to help organize and plan your SAM.
2. Show students a blank graphic organizer. Review your writing goals. A good SAM writing includes 8 parts – Who, When, Where, Beginning, Middle, End, Feeling, and exciting MDWs. It is fun to write, fun to read, capture’s the audiences’ attention, and makes sense.
3. Tell students you will use the graphic organizer to make and organize notes. Let the students know they can help. Tell students they will use the graphic organizer next time you write a story.
4. Explain you are going to use **TOWER** to organize your notes. Remind students notes are enough words to help you remember your ideas. State, “**TOWER** helps me plan my paper. I can write down ideas for each part.” *Students can help you through the next steps.*
 - a. Model writing notes for **T – Tell who, when, and where**. Reread the writing prompt. Identify the parts that are present in the prompt. Circle the parts. Write these notes to the corresponding boxes on the TOWER graphic organizer. Model writing the parts in different orders. *Students can help.*
 - b. **Model out loud what you are thinking**. Use different statements as you are writing the parts. *For example*, “The **who** is me. Who else should be in my story?” *Or*, “The prompt says the story takes place at home and school. Can I add more?” *Or*, “I found this part in the prompt! Good job!” *Or*, “What do I have to do next?” *Or*, “I have half of my parts. I’m almost done!”
 - c. Model writing notes for **O – Order of events, beginning, middle, and end**. Use the prompt to decide if finding the bear should be the beginning or middle. Talk out

loud and make a decision. Complete the rest of the boxes (e.g., middle and end).
Students can help.

- d. Model using self-statements as you write the **beginning, middle, and end**.
Example self-statements include: “Let’s see, what will happen in the middle of the story? I think...” “How will the story end? I think...” This is going to be an exciting ending. My readers will like this.” “I can add more action by adding...”
- e. Model writing notes for **W – what did the characters feel?** Point out that the boxes have smiley faces and you need to add feelings for the beginning, middle, and end of the story. The smiley faces are a reminder to add these feelings. Also, note that the feelings may change throughout the story. *Students can help.*
- f. Model using self-statements as you generate **feelings**. *For example*, “For how they feel, I can write...” *Or*, “I can write that I am sad, but I can think of a better word. Ummmm, I was upset or depressed. Those are good words!”
- g. Model writing notes for **E – Exciting million dollar words**. Point out that the boxes have coins and you need to add exciting million dollar words for all of the parts. The coins are there as a reminder to add exciting million dollar words.
Students can help.
- h. Model writing exciting MDWs for the **who, when, and where**. Use self-statements for generating good exciting MDWs. *For example*, “I can think of good words to describe my characters. Maybe I should tell how the characters were dressed.” *Or*, “What would be a good word to describe the weather. I can use blustery! That is a great word!” *Or*, “I want to describe the where. A good exciting MDW is...”
Students can help.
- i. Model writing exciting MDWs for **beginning, middle, and end**. Use self-statements for generating good exciting MDWs. *For example*, “I say that I ran home. Maybe I can say I rushed home.” *Or*, “Let my mind be free and I can think of some exciting words that will capture my reader’s attention.” *Students can help.*
- j. After generating notes for all the story parts, identify the last letter of TOWER – **R – review my notes and begin writing**. State, “Now I can look back at my notes and see if my story parts make sense or if there is anything else I can add to make my story more interesting and fun.” **Model adding more notes.** (e.g., an extra feeling, changing the ending, adding exciting MDWs.)

E. Model Writing a SAM Piece using TACO and TOWER

Keep the TACO and TOWER chart and graphic organizer out. Using the notes, model the entire process of writing a story from the notes. Print clearly on a piece of paper so students can follow along.

1. State out loud, “Am I done with my notes? I think these are very good notes and I will be able to write a good story. Now I have to write. I can think of more good ideas to write about in my story.”
2. Talk yourself through writing the story. Model writing the **who, when, and where**. Start by saying, “How shall I start? I need to tell who, when, and where and use descriptive words.” Then pause and think. Use self-statements as you write. “I think I will start by describing the bear.” State what you will write and then write the sentences. *Students can help.*
3. As you write, cross off the parts on the graphic organizer. Use self-statements as you monitor your progress. *For example*, “This is easy! I have all my parts right here.” *Or*, “Okay, I told the who, when, and where. What do I have to do next?” *Or*, “I think I am going to change this part and make it better.”
4. Add 1-2 more exciting MDWs as you write. Don’t hurry, but don’t slow it down too much that it is unnatural.
5. Model writing the **beginning, middle, and end**. Use the exciting MDWs and feelings as you write. As you write the parts, cross off the parts on the graphic organizer. Use self-statements as you write. *For example*, “How can I make this part more exciting?” *Or*, “My readers are going to like this.” *Or*, “Am I using good parts?” *Or*, “I haven’t written all of my parts. But, I am almost done!” *Or*, “Does my story make sense?”
6. Add 1-2 more ideas and exciting MDWs as you write the **beginning, middle, and end**.
7. Model **R – Reviewing your parts**. Read the story out loud when you are finished. Check to see that you have all of your parts. Point out using the exciting MDWs and the feelings the characters had. Use self-statements about parts you like. *For example*, “I really liked how I described the character.” *Or*, “There is a lot of action the readers will enjoy.”
8. Model changing a part and use self-statements as you model making the change. *For example*, “I like how I described the place, but I think to make it better, I can add...” *Or*, “I used the word run, but I think sprinted would be better.”
9. When finished, state, “Good work. I’m done. The reader of this story will be very impressed.”

F. Self-Statements for *To Think of Good Ideas, While You Work, and To Check Your Work*

1. Ask students if they can think of some of the statements you said out loud to help you through the writing process. Prompt students as needed. Ask students why you made

these statements (e.g., *to help you think of good ideas, to keep you focused, to compliment yourself*).

2. Tell students they will create self-statements of their own. If students have trouble developing their own statements, let them “borrow” one of yours until they can come up with their own. Have students generate 1-2 statements they can say to help them throughout the writing process.
3. Pass out student folders. Add self-statements to the students’ lists. Ask students if they can remember (and discuss why each matters, how it helps):
 - a. Things you said to yourself to **think of good idea**. Make sure students add 1-2 statements. *For example*, “What is it I have to do? I have to write a story using TACO and TOWER. A good SAM has at least 8 parts.” ***Be sure these self-statements are in the students’ own words.***
 - b. Things you said while you worked (*try to get some creativity statements, coping statements, statements about remembering the parts, and self-evaluation statements*). Make sure students add 1-2 statements of their own to say **while you work**: self-evaluation, coping, self-reinforcement, and any others the students like. ***Be sure these self-statements are in the students’ own words.***
 - c. Things you said to yourself when you finished. Make sure students add 1-2 statements of their own to say **when you’re finished** such as, “This is great! My audience will enjoy this story.” ***Be sure these self-statements are in the students’ own words.***

G. Introduce Graphing Sheet/Graph the Story

1. Pass out TOWER graphing sheets to students and have them write their names on their sheets.
2. Ask students if the story had at least 8 parts. Review who, when, where, beginning, middle, end, feelings, and exciting MDWs. Explain that each square on the tower gets colored in for each part that was written. Also, color a coin for each feeling and exciting MDWs.
3. Once students have colored all of their parts, remind students their goal is to get to the treasure hidden at the top of the tower.

H. Lesson Wrap Up

1. Announce test next session! Tell students they will not be graded. They will tell what TACO and TOWER mean from memory.

2. Remind students you know that they will be asked to write a story each week. Remind students that this will be a practice test and they can use the tricks for the practice test. Remind students you will not be reading the test, but will read them once you are done teaching. Remind students to just try their best.
3. Give students their folders. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass the folders out for the next lesson.
4. Determine if some of your students need a little more help with this lesson and plan for this as possible.

Writing Prompt #4A

Writing Situation: Pretend you found a small baby bear on the school grounds and took it home.

Directions for Writing: Before you begin writing, think about what might happen if you had a live baby bear to take care of for a day.

Now write a story about what happened that day with the baby bear.

Writing 4A

Today, at recess, I was sliding down the slide when I noticed a brown paw on the side. I jumped off the slide to see what was underneath it because I was curious. I looked closer and it was a baby bear! I was so excited! I patted the bear's hand to let him know I was friendly. He crawled out from under the slide and I picked him up in my arms. He was very sweet, but seemed very scared.

I carried the baby bear to the school building and put him in my locker. I didn't close the door because I didn't want him to get scared. I told the bear I would be back soon and he could go home with me. He grrrr'd at me and I smiled. I gave him some of my snacks and headed back to class. I was nervous during class because I thought someone would find the baby bear.

As soon as the school bell rang, I hurried to my locker. The baby bear was still there. I picked him up in my arms and put my jacket over him so other students wouldn't see. I walked outside and got on the bus. While I was on the bus, I kept looking at the bear and decided he needed a name. I decided to call him Harold. When I said his new name, he snuggled in my arms and seemed happy.

When it was my stop, I walked slowly off. As soon as the bus was out of site, I took the coat off of Harold. I arrived at my house and took Harold up to my room before my mom could see him. I put Harold on my bed and asked if he was hungry. I ran

downstairs and piled tons of food on a plate. I was scared my mom would stop me and ask what I was doing with all of the food. I took the food to Harold and he gobbled it down.

I began to worry that Harold's mom would miss him. I yelled for my mother to come to my room. She knocked on the door and I opened the door a little bit. I told her I have a surprise and that she can't scream. I slowly opened the door and my mom saw Harold sitting on the bed. She stood there silently staring in surprise.

I explained how I found Harold at school, brought him home, and fed him. I told her I felt sad that Harold was all alone and asked if she would help me find his mother because she was probably upset and missed him. She said she would call the vet and he would know what to do. I thanked my mom and then gave Harold a big hug. I told him he would soon be together soon with his mom.

Writing 4A

(**BEGINNING**) Today (**WHEN**), at recess (**WHEN**), I was sliding down the slide when I noticed a brown paw on the side. I jumped off the slide to see what was underneath it because I was curious (**MDW**). I looked closer and it was a baby bear! I was so excited! (**FEELING**) I patted the bear's hand to let him know I was friendly. He crawled out from under the slide and I picked him up in my arms. He was very sweet, but seemed very scared (**FEELING**).

I carried the baby bear to the school building and put him in my locker. I didn't close the door because I didn't want him to get scared (**FEELING**). I told the bear I would be back soon and he could go home with me. He grrrr'd (**MDW**) at me and I smiled. I gave him some of my snacks and headed back to class. I was nervous (**FEELING**) during class because I thought someone would find the baby bear.

As soon as the school bell rang, I hurried to my locker. The baby bear was still there. I picked him up in my arms and put my jacket over him so other students wouldn't see. I walked outside and got on the bus. While I was on the bus, I kept looking at the bear and decided he needed a name. I decided to call him Harold. When I said his new name, he snuggled (**MDW**) in my arms and seemed happy (**MIDDLE**).

When it was my stop, I walked slowly off. As soon as the bus was out of site, I took the coat off of Harold. I arrived at my house and took Harold up to my room before my mom could see him. I put Harold

on my bed and asked if he was hungry (**FEELING**). I ran downstairs and piled (**MDW**) tons of food on a plate. I was scared my mom would stop me and ask what I was doing with all of the food. I took the food to Harold and he gobbled (**MDW**) it down.

I began to worry that Harold's mom would miss him. I yelled for my mother to come to my room. She knocked on the door and I opened the door a little bit. I told her I have a surprise and that she can't scream. I slowly opened the door and my mom saw Harold sitting on the bed. She stood there silently staring in surprise.

I explained how I found Harold at school, brought him home, and fed him. I told her I felt sad (**FEELING**) that Harold was all alone and asked if she would help me find his mother because she was probably upset and missed him. She said she would call the vet and he would know what to do. I thanked my mom and then gave Harold a big hug. I told him he would soon be together soon with his mom. (**ENDING**)

Writing Prompt #4B

Writing Situation: Suppose one day you arrived to school and nobody could talk.

Directions for Writing: Before you begin to write, think about what it was like, how it felt because nobody had their voice, and what you did because nobody could talk at school.

Now write a story about the day you arrived to school and nobody could talk.

Writing #4B

My mom woke me up one morning because I was late for school. I quickly brushed my teeth, combed my hair, and got dressed. She yelled at me, "Hurry up! I have your breakfast in the car." I grabbed my backpack and ran to the garage where my mom was waiting. I hopped in the car, shut the door, and my mom gave me my breakfast. I felt very nervous because I knew I would be late for school and I didn't want to get in trouble.

My mom drove off and finally we arrived at school. She gave me a kiss and reminded me to go to the office and check in. I walked up to the front door, slowly opened it and entered my school building. I noticed it was very quiet. I didn't hear any students or teachers, but saw people in the office waving their hands. I walked in the office and said "Hi." Everybody, including the principal, secretaries, the school nurse, and a few teachers, looked at me. I was frightened.

The principal, Mr. Tyler, walked up to me and tried to say something. I looked at him confused. He tried again to say something, but he couldn't talk. Then he wrote on a piece of paper that nobody in the school building could talk except for me. I felt very surprised. I asked him, "Are you sure nobody can talk?" He nodded yes.

Then Mr. Tyler wrote on a piece of paper asking me if I would make an announcement to the school. On a piece of paper, he wrote "Teachers and students Today is an unusual day. It seems everyone has lost

their voice. Just for today only, we will play games, watch movies, and do art projects. Mrs. Lewis is typing a schedule for each class and they will be out shortly. Thank you for your patience in this matter.” I felt so excited. Mr. Tyler nodded at me and I understood that I should go to my classroom.

I went into the classroom and everyone silently cheered because I had my voice. I was excited because this was going to be a wonderful day. Plus, I didn’t get in trouble for being late to school!

Writing #4B

My mom (**WHO**) woke me up one morning (**WHEN**) because I was late for school. I quickly brushed my teeth, combed my hair, and got dressed. She yelled (**MDW**) at me, "Hurry up! I have your breakfast in the car." I (**WHO**) grabbed my backpack and ran to the garage (**WHERE**) where my mom was waiting. I hopped in the car, shut the door, and my mom gave me my breakfast. I felt very nervous (**FEELING**) because I knew I would be late for school and I didn't want to get in trouble. (**BEGINNING**)

My mom drove off and finally we arrived at school (**WHERE**). She gave me a kiss and reminded me to go to the office and check in. I walked up to the front door, slowly (**MDW**) opened it and entered my school building. I noticed it was very quiet. I didn't hear any students or teachers, but saw people in the office waving their hands. I walked in the office and said "Hi." Everybody, including the principal, secretaries, the school nurse, and a few teachers (**WHO**), looked at me. I was frightened (**FEELING**).

The principal, Mr. Tyler, walked up to me and tried to say something. I looked at him confused (**FEELING**). He tried again to say something, but he couldn't talk. Then he wrote on a piece of paper that nobody in the school building could talk except for me. I felt very surprised (**FEELING**). I asked him, "Are you sure nobody can talk?" He nodded yes (**MIDDLE**).

Then Mr. Tyler (**WHO**) wrote on a piece of paper asking me if I would make an announcement to the school. On a piece of paper, he wrote “Teachers and students Today is an unusual (**MDW**) day. It seems everyone has lost their voice. Just for today only, we will play games, watch movies, and do art projects. Mrs. Lewis is typing a schedule for each class and they will be passed out shortly. Thank you for your patience in this matter.” I felt so excited (**FELLING**). Mr. Tyler nodded at me and I understood that I should go to my classroom.

I went into the classroom and everyone silently cheered (**MDW**) because I had my voice. I was excited (**FEELING**) because this was going to be a wonderful day. Plus, I didn’t get in trouble for being late to school! (**END**)

Writing Prompt #4C

Writing Situation: Pretend your class was on a field trip to the zoo on a day the animals got loose.

Directions for Writing: Before you write, think about what might happen on your field trip.

Now write a story about what happened the day the animals got loose at the zoo.

Lesson 5
(Approximately 2 sessions)

PROJECT WRITE: COLLABORATIVE WRITING

Purpose: Review *TACO and TOWER*, Self-Instructions, Collaborative Writing

Objectives: Review and practice TACO & TOWER, identify SAM (*STORY ABOUT ME*) parts in writing prompt and story example (as necessary), reinforce transfer, and write collaboratively

Materials:

- TACO & TOWER Charts
- SAM writing prompt 5A, 5B & 5C (copies for students)
- SAM example 5A & 5B (copies for students)
- TACO & TOWER graphic organizer
- TOWER graphing sheet
- Flash cards
- Paper
- Pencils
- Scratch paper
- Student folder
- PBS tickets

Behavioral Component: Review school-wide behavior goals. Remind students that PBS tickets can be earned during writing lessons. Identify which behavior students would like to work on (e.g., respect, responsibility). Talk about what actions students must take to earn the ticket at the end of the lesson. Use high rates of opportunities to respond and positive feedback throughout the lesson and other appropriate management strategies as necessary.

A. Test and Review TACO & TOWER, Prepare to Wean Off Graphic Organizer

1. Test students to see if they remember TACO and TOWER. Be sure students remember TOWER is a trick for organizing their notes.
2. *If needed*, have students practice the mnemonic.
3. **ON MONDAYS OR TUESDAYS ONLY** – Ask students if they have transferred their trick. Discuss ideas of where they can use the trick.
4. **ON MONDAYS OR TUESDAYS ONLY** – Ask students if they took a practice test the previous week. Ask students if they used TACO or TOWER on the practice test. Tell students they might not know how to use the trick yet, and that is okay. Tell students that in the future, once they know how to use the trick, you expect them to use TACO and TOWER on their weekly practice tests.

**COMPLETE PART B IF STUDENTS NEED MORE PRACTICE FINDING PARTS IN
THE PROMPT AND STORY**

*(There are 2 stories that you can use for extra practice:
Writing Prompts and SAM Writings 5A & 5B.)*

**B. Find TOWER in *STORY ABOUT ME* (SAM), Think of Other or Better SAM Parts,
Make Notes on Graphic Organizer**

1. Put out TACO and TOWER chart and graphic organizers. Read through one more example (**Writing Prompt 5A or 5B, SAM Writing 5A or 5B**) and have students identify parts for the writing prompt: T – Topic, A – Audience, C – Carefully read the prompt, O – Organize notes. Have students use TOWER to organize notes: T – tell who, when, where, O – order of events: beginning, middle, and end, W – what the characters felt, E – exciting MDWs, and R – review the parts and write. How many parts? 8.
2. Be sure to model writing in note form on the graphic organizer. Emphasize notes are not full sentences, but just enough words to help you remember your ideas. *You can give students their own writing prompt and/or graphic organizers and have them make their own notes.* Ask students if they can think of more or better parts. Ask students what exciting MDWs can be used and examine the parts and make sure they are there.

C. Collaborative Writing

1. Pass out student folders. Ask students get out their TACO & TOWER chart and self-statement lists. Set a graphic organizer and writing prompt 5C on the table. *Students can have their own copies of the writing prompt and graphic organizer, if appropriate.*
2. Read writing prompt 5C with the students. Let students lead the writing process as much as possible. Help as needed. Tell students this is a collaborative process and you will work together to write a group SAM.
3. How do we start? The first letter is T – *Topic, what is the story about?* Ask students to scan the writing prompt and state the topic of the SAM composition. Write a note about the topic on the writing prompt sheet.
4. The second letter is A – *Audience, who will read this?* Discuss with students who their audience will be and why it is important to know this. Write a note about who the audience is that will read this *Story About Me*.
5. The next letter is C – *Carefully read the prompt.* Ask students to read the writing prompt and identify any parts that are included. Ask students to underline or circle these parts.

6. What do we do next? O – *Organize my notes*. We will use TOWER to help us organize and plan the SAM composition. Hand each student an organizer.
7. Review your goals for writing a SAM composition. These stories are good, exciting, and powerful. They have 8 parts, are fun to read, fun to write, uses exciting MDWs, captures the audiences’ attention, and make sense.
8. Have students generate notes for their group SAM. First, make sure students make notes from the writing prompt and include the parts indicated. Next, ask students to generate ideas for the rest of the parts. Remind them to include exciting MDWs in their notes. Options for doing this collaboratively:
 - a. **2nd & 3rd Grade Students** – *The teacher can fill out the graphic organizer and the students can contribute their own ideas. Or each student can fill out their own graphic organizer and write the same ideas.*
 - b. **4th & 5th Grade Students** – 1. *The teacher fills out the graphic organizer and the students can contribute their own ideas.* 2. *Or each student can fill out their own graphic organizer and write the same ideas.* 3. *Students fill out their own graphic organizer and write different ideas.* (If this option is selected, the teacher will need to select one student’s graphic organizer for writing).
9. What do we do now? R – *Review our notes and write*. Have students look back at the notes and see if they have included all of their parts. Ask students if they are missing any parts or if they can include more notes for good exciting MDWs or feelings.
 - a. **2nd & 3rd Grade Students** – Review the notes with the students to make sure they have all of their parts. Have students share ideas about adding more actions, exciting MDWs, or feelings. Make changes to the graphic organizer.
 - b. **4th & 5th Grade Students** – Have students share their notes with each other. Student can discuss the parts and make suggestions for each other about how to make the SAMs better. *For example*, if a student’s story doesn’t make sense, another student could suggest adding a part that will make the story more cohesive. *Or*, students can suggest using different exciting MDWs.
10. What do we do next? Ask students if you are done once the notes are written. Remind students they now have to write the SAM composition. Remind students that they can also add more ideas as they write. Refer students to their self-statements to say while they work. State, “What is it I have to do here? I have to write a good SAM composition. A good story has 8 parts, fun to read, fun to write, uses exciting MDWs, includes feelings, and makes sense.” Write the story. Options for writing the story:
 - a. **2nd & 3rd Grade Students** – *The teacher uses the notes and writes the story while students offer suggestions of what to say in the composition. Or, the teacher uses notes that one of the students wrote while students offer suggestions of what to say in the composition. Or, one student writes the*

composition, while the teacher and other 2 students offer suggestions of what to say in the composition.

- b. 4th & 5th Grade Students** -- *If students wrote individual notes, the teacher selects one student's graphic organizer to write from. Students offer suggestions of what to say in the composition. Or, one student writes the composition, while the teacher and other 2 students offer suggestions of what to say in the composition. Or, if you feel the students are ready, students may write their own SAM, and teacher assists as needed. Share each composition when done and help each other improve them if necessary.*

c. Guidelines for sharing SAM

- i. Student reads aloud the SAM.
- ii. The other students and teachers comment on one thing they liked (e.g., the exciting MDWs the student used, the actions in the story).
- iii. The other students and teachers suggest one way to make the SAM better (e.g., "You could use huge instead of big." "You could combine these two sentences to make the SAM a little more interesting." "I was not sure what the feeling was in the middle, can you clarify that.")
- iv. Allow next student to share SAM and repeat steps ii and iii.

D. Graph the SAM Composition

1. Pass out TOWER graphing sheets to students.
2. Ask students if the collaborative story had 8 parts. Review who, when, where, beginning, middle, end, feelings, and exciting MDWs. Explain that each square on the tower gets colored in for each part that was written. Also, color a coin for extra feelings and exciting MDWs.
3. Once students have colored all of their parts, ask students if they got to the treasure hidden at the top of the tower.

E. Lesson Wrap Up

1. Announce test next session! Tell students they will not be graded. They will tell what TACO and TOWER mean from memory.
2. Remind students you know that they will be asked to write a story each week. Remind students that this will be a practice test and they can use the tricks for the practice test. Remind students you will not be reading the test, but will read them once you are done teaching. Remind students to just try their best.
3. Give students their folders. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass the folders out for the next lesson.

4. Determine if some of your students need a little more help with this lesson and plan for this as possible.

Writing Prompt #5A

Writing Situation: Suppose that you woke up one morning as a grown-up.

Directions for Writing: Before you begin to write, think about what you would do, where you would go, and what you would wear.

Now write a story about your adventures on the day you woke up as a grown-up.

Writing #5A

This morning I woke up and my pajamas were way too small. I looked at my feet and hands. They were huge. I felt confused. What was going on? I stood up and looked in the mirror. I was a grown-up! I was very excited because now I could do all the things grown-ups do. I was also scared that my mom would see me and think I was a stranger.

I hopped back in bed and planned what I would say to my mom. When she knocked on my door, I told her that I wasn't feeling well and asked if she would call school to tell them I would be absent. She wanted to check on me, but I told her I might get her sick. She told me to stay in bed and said she would see me that evening. As soon as I heard the front door close and car drive away, I jumped out of bed. I was going to have a great day as a grown-up.

I went to my mom's room to borrow some of her clothes. Then, I went downstairs and ate all the junk food I wanted. I started to think about the things I wanted to do. First, I decided to go to the movies. I went to the movies and ordered a big tub of popcorn and a huge soda. I watched the funniest movie and laughed out loud.

Then, I went to the shopping mall. I walked around, played with the puppies and kittens in the pet store, and bought tons of candy at the candy store. Next, I went to the amusement park. I was finally tall enough to ride the roller coasters. I rode all of the roller coasters three times! I was having so much fun!

Later, I went back home and quietly went in the house. I was a little sad because even though I got to do all of these amazing things, I didn't have any friends with me. That night, I went to sleep and in the morning, I woke up as a kid again. I was glad to be a kid again but will always remember my special day as a grown-up.

Writing #5A

This morning (**WHEN**) I (**WHO**) woke up and my pajamas were way too small. I looked at my feet and hands. They were huge (**WHERE**). I felt confused (**MDW**). What was going on? I stood up and looked in the mirror. I was a grown-up! I was very excited (**FEELINGS**) because now I could do all the things grown-ups do. I was also scared (**FEELINGS**) that my mom would see me and think I was a stranger. (**BEGINNING**)

I hopped back in bed and planned what I would say to my mom (**WHO**). When she knocked on my door, I told her that I wasn't feeling well and asked if she would call school to tell them I would be absent. She wanted to check on me, but I told her I might get her sick. She told me to stay in bed and said she would see me that evening. As soon as I heard the front door close and car drive away, I jumped out of bed. I was going to have a great day as a grown-up.

I went to my mom's room (**WHERE**) to borrow some of her clothes. Then, I went downstairs and ate all the junk food I wanted. I started to think about the things I wanted to do. First, I decided to go to the movies. I went to the movies and ordered a big tub (**MDW**) of popcorn and a huge soda. I was stuffed (**FEELING**) after eating and drinking all of that, but I watched the funniest movie and laughed out loud.

Then, I went to the shopping mall. I walked around, played with the puppies and kittens in the pet store, and bought tons of candy at the candy store.

Next, I went to the amusement park. I was finally tall enough to ride the roller coasters. I rode all of the roller coasters three times! I was having so much fun! **(MIDDLE)**

Later, I went back home and quietly went in the house. I was a little sad (**FEELINGS**) because even though I got to do all of these amazing (**MDW**) things, I didn't have any friends with me. That night, I went to sleep and in the morning, I woke up as a kid again. I was glad (**FEELINGS**) to be a kid again but will always remember my special day as a grown-up **(END)**.

Writing Prompt #5B

Writing Situation: Pretend one day the president knocked on your door and said he needed you for a secret mission.

Directions for Writing: Before you begin to write, think about what the president asked you to do, what you did, and how you felt.

Now write a story about the day the president knocked on your door and said he needed you for a secret mission.

Writing #5B

It was a Saturday afternoon and I was sitting on the couch, reading a book. Suddenly, there was a knock at the door. I yelled, "I'll get it!" I jumped up off the couch and ran to the front door. I asked, "Who is it?" There was no answer. I tried to look through the little hole, but I wasn't tall enough. I opened the door and said, "What do you want?" I looked up and the president was standing in front of me. I felt terrible because I was so rude to the president.

I stood up straight and said, "Yes sir. How can I help you?" He asked, "Are you Jeff Miller?" I nodded my head. He said, "Good. You must come with me. We have a very important and secret mission for you." Then a man dressed in all black grabbed my arm and we started walking out to the black car in front of my house.

After we were in the car, the president told me the earth was being attacked by aliens. He said it would be my job to stop the aliens from destroying the earth. I felt very proud to be selected. He told me, as soon as we arrive to Washington D.C., I would be trained to fly a very secret spaceship. Once I was good at flying, a team of people would fly with me to space to stop the aliens. I felt nervous, but I knew I would make him and my family proud.

I learned to fly the secret spaceship, went to space with my team, and destroyed the aliens. When we returned to earth, the president was waiting to greet us. He shook each of our hands and said, "Job

well done.” The president took me aside and told me he would take me home to tell my mom how I saved the earth. I was smiling from ear to ear. I knew my mom would be surprised and excited to have a son that was a hero. I was thrilled.

Writing #5B

It was a Saturday afternoon (**WHEN**) and I (**WHO**) was sitting on the couch (**WHERE**), reading a book. Suddenly, there was a knock at the door. I yelled (**MDW**), "I'll get it!" I jumped up off the couch and ran to the front door. I asked, "Who is it?" There was no answer. I tried to look through the little hole, but I wasn't tall enough. I opened the door and said, "What do you want?" I looked up and the president was standing in front of me. I felt terrible (**FEELING**) because I was so rude to the president (**BEGINNING**).

I stood up straight and said, "Yes sir. How can I help you?" He asked, "Are you Jeff Miller?" I nodded my head. He said, "Good. You must come with me. We have a very important and secret mission for you." Then a man dressed in all black grabbed my arm and we started walking out to the black car in front of my house.

After we were in the car, the president (**WHO**) told me the earth was being attacked by aliens. He said it would be my job to stop the aliens from destroying (**MDW**) the earth. I felt very proud (**FEELING**) to be selected. He told me, as soon as we arrive to Washington D.C., I would be trained to fly a very secret (**MDW**) spaceship. Once I was good at flying, a team of people would fly with me to space to stop the aliens. I felt nervous (**FEELING**), but I knew I would make him and my family proud (**MIDDLE**).

I learned to fly the secret spaceship, went to space with my team, and destroyed the aliens. When we returned to earth, the president was waiting to greet (**MDW**) us. He shook each of our hands and said, "Job well done." The president took me aside and told me he would take me home to tell my mom how I saved the earth. I was smiling from ear to ear (**MDW**). I knew my mom would be surprised and excited to have a son that was a hero. I was thrilled (**FEELING**). (**ENDING**)

Writing Prompt #5C

Writing Situation: Suppose one day you found a flying carpet.

Directions for Writing: Before you begin writing, think about where you would go, what you would see, and what you would do.

Now write a pretend story about your day after finding a flying carpet.

Lesson 6
(Approximately 1 session)

**PROJECT WRITE: DISCUSS TEST DIRECTIONS, EXAMINE
PRIOR PERFORMANCE**

****IT IS IMPORTANT FOR STUDENTS TO SEE THEIR PRIOR PERFORMANCE AND EVALUATE HOW MUCH THEY HAVE LEARNED. HOWEVER, THIS LESSON CAN BE SKIPPED IF: 1) STUDENTS ARE TOO SENSITIVE TO THEIR WRITING PERFORMANCE AND YOU FEAR STUDENTS' RESPONSE WILL BE NEGATIVE OR 2) YOU ARE BEHIND IN LESSONS AND NEED TO CATCH UP.*

Purpose: Review *TACO and TOWER*, Discuss Test Directions, Examine Prior Performance, Compare to Current Writing Behavior and Establish Writing Goals

Objectives: Review and practice *TACO and TOWER*, discuss test directions, read the pretest writing prompt, identify the parts in the pretest writing prompt, discuss pretest story, compare to current writing, and establish goals for better stories.

Materials:

- TACO & TOWER Charts
- Students' pretest writing sample (copy for students)
- Pretest writing prompt (copy for students)
- Self-statements sheet
- Collaborative story
- Test directions sheet
- Flash cards
- Paper
- Pencils
- Scratch paper
- Student folder
- PBS tickets
- Game

Behavioral Component: Review school-wide behavior goals. Remind students that PBS tickets can be earned during writing lessons. Identify which behavior students would like to work on (e.g., respect, responsibility). Talk about what actions students must take to earn the ticket at the end of the lesson. Use high rates of opportunities to respond and positive feedback throughout the lesson and other appropriate management strategies as necessary.

A. Test and Review TACO & TOWER, Discuss Transfer

1. Test students to see if they remember TACO and TOWER. Be sure students remember TOWER is a trick for organizing their notes.
2. *If needed*, have students practice the mnemonic.

3. **ON MONDAYS OR TUESDAYS ONLY** – Ask students if they have transferred their trick. Discuss ideas of where they can use the trick.
4. **ON MONDAYS OR TUESDAYS ONLY** – Ask students if they took a practice test the previous week and if they used TACO or TOWER on the practice test. Tell students they might not know how to use the trick yet, and that is okay. Tell students that in the future, once they know how to use the trick, you expect them to use TACO and TOWER on their weekly practice tests.

B. Discuss Test Directions

1. Ask students if they remember the *SAM* they completed before learning **TACO** and **TOWER**. Ask students what instructions they were told when they had to take the test. *Make sure students include that they were timed.*

2. **4th and 5th Grade** – Give each student a copy of the Test Directions.

2nd and 3rd Grade – Students do not need a copy of the Test Directions. Ask students to listen carefully as you read the directions the teacher uses.

3. Read the directions aloud as students follow along. Ask questions about the directions.
 - a. *What directions does the teacher tell you about the writing? How can you make your writing clear and interesting? What are careless errors?*
 - b. *Can you write about different topics?*
 - c. *How much time do you have to take the test?*
 - d. *What directions does the teacher tell you about using the prompt sheet? (use it for planning) Do you know how to do that?*
 - e. *What type of warning does the teacher tell you?*
 - f. *How many pieces of paper will you have? Can you write on all of them?*
4. Discuss with students managing time while writing (e.g., how much time for planning, how much time for writing). Tell students it is important to plan their writing, but they should not spend all of their time planning. They need to remember to have time to write. *Emphasize planning will help them write a good story, but the planning is not graded. Tell students if they don't write the story, they will not be graded and may not do too well on the test.*

C. Establish Prior Performance – Look for TACO

***You will meet with each student individually for about 10 minutes. Allow the other two students to sit at another table, if possible, and play a game that will help them review their tricks.*

Another option is to use a student's story that is de-identified. The group can then discuss the story, what parts were missing, and how to make the story better.

If you have another idea for what students might do at this time, discuss it in instructors' meeting.

1. Tell students you will look at stories they wrote before you began teaching them and examine to see which parts they had. Tell students you don't expect them to have all the parts in this story because they hadn't learned the trick yet!
2. Pass out the students' pretest writing prompts and stories.
3. Have students read the pretest writing prompt and their stories. Ask students to write **TACO** on the writing prompt. Discuss each component of **TACO**.
 - a. *Did you write about the Topic given?*
 - b. *Did you think about the Audience when you wrote? Who is the Audience? What words, phrases, or sentences do you think the Audience enjoyed?*
 - c. *If you remember, did you read the writing prompt or listen to the teacher read the prompt out loud?*
 - d. *Did you organize any notes before you wrote?*
4. Tell students now that they know **TACO**, they can use the trick to identify the topic, think about the audience, and make sure they read the prompt so they write the correct story. Tell students you wrote **TACO** on the writing prompt page because the directions stated you were allowed to use the prompt page for planning. Let students know, in the future, if they are asked to write a *SAM*, they can also write **TACO** on the prompt page or on a piece of paper.

D. Establish Prior Performance – Look for TOWER

1. Ask students to turn the prompt page over. Tell them to write **TOWER** down the side of the paper. Read students' story out loud (*the student can read the story*).
2. Point to the **T** in **TOWER**. Ask students if they told **who, when, and where**. Make notes on the sheet of paper, completing each part.
3. Point to the **O** in **TOWER**. Ask students if they told the **order of events** and included a **beginning, middle, and end**. Make notes on the sheet of paper, completing each part.
4. Point to the **W** in **TOWER**. Ask students if they told the **feelings** the characters had during the story. Ask if they told **feelings** at the **beginning, middle, and end**. Make notes on the sheet of paper.

5. Point to the **E** in **TOWER**. Ask students if they used **Exciting MDWs** throughout the story. Ask students if they used **descriptive** words about **who, when, and where**. Have students identify words they think are **exciting MDWs**. Make notes on the sheet of paper.
6. Point to the **R** in **TOWER**. Tell students you are going to review the parts. Remind students they should have a total of 8 parts. With students, count the number of parts present. Identify the parts that are present and the parts missing. *Emphasize that they wrote this STORY ABOUT ME before learning the tricks for writing. Now that they know the “tricks” their writing has greatly improved.*

Complete part E if time permits and if students will not be too sensitive and respond negatively to their performance on the pretest.

E. Graph the SAM Pretest Composition

1. Pass out TOWER graphing sheets to students.
2. Ask students if the pretest story had 8 parts. Review who, when, where, beginning, middle, end, feelings, and exciting MDWs. Explain that each square on the tower gets colored in for each part that was written. Also, color a coin for extra feelings and exciting MDWs.
3. Once students have colored all of their parts, ask students if they got to the treasure hidden at the top of the tower.

F. Compare Pretest Story to Collaborative Story

1. Compare the pretest story to the collaborative story and talk about what the students have learned about good writing (*good stories are fun to read, fun to write, have 8 parts, captures the audiences’ attention, uses exciting million dollar words, and makes sense*). If students exhibit frustration or are upset about the pretest story, encourage students to use self-statements to cope with these feelings.
2. Set a goal to continue writing better SAM compositions. *Remind students that a good and powerful STORY ABOUT ME includes 8 parts, exciting million dollar words, captures the readers’ attention, make sense, is fun to write and fun for others to read.*
3. On the graphing sheet, point to the rocket where the collaborative story was written. Tell students they now know the tricks to help them and can meet their goals. Tell students they have the tools to reach the treasure hidden at the top of the tower.
4. Tell students you wrote **TOWER** on the writing prompt page because the directions stated you were allowed to use the prompt page or a piece of paper for planning. Let

students know, in the future, if they are asked to write a *SAM*, they can also write **TOWER** on the prompt page or a piece of paper.

5. Remind students when they are given a *SAM* writing prompt, they will be timed. They will have 30 minutes to write. Inform students that in future lessons you will be working on figuring how much time should be used for planning and for writing.

G. Lesson Wrap Up

1. Announce test next session! Tell students they will not be graded. They will tell what TACO and TOWER mean from memory.
2. Remind students you know that they will be asked to write a story each week and that this will be a practice test. *Now students know how to write the tricks on the writing prompt or piece of paper, they can use TACO and TOWER on the tests.* Remind students you will not be reading the test, but will read them once you are done teaching them. Remind students to just try their best.
3. Give students their folders. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass the folders out for the next lesson.
4. Determine if some of your students need a little more help with this lesson and plan for this as possible.

Test Directions

ADMINISTERING THE ELEMENTARY WRITING ASSESSMENT

I would like to ask you to plan and write a story about a topic I will give you in just a few minutes. Express your thoughts clearly and make your story interesting to the reader.

Before writing, spend a few moments thinking about the topic and planning your story.

You are to write on the lined pages I will give you. You will receive no other paper. Write neatly. Do not skip lines.

WRITE ONLY ON THE TOPIC YOU ARE GIVEN.

The time you have for writing is 30 minutes.

Pause.

Now I am ready to give you the prompt. The prompt is your topic for writing your story.

You may need to take a few moments to be sure that there is a clear understanding of the word “prompt.” Distribute the prompt.

Read the prompt silently to yourself as I read it aloud.

Read the prompt aloud. You may repeat the prompt as many times as necessary. Note: Prompts must not be discussed or vocabulary words defined.

You may use the prompt sheet and one piece of paper to plan your story. Do not write your story on the prompt sheet (Point to the prompt sheet and pause).

Remember that you have 30 minutes to plan and write your story. I will tell you when you have only five minutes remaining. I cannot help you as you write your story (If the student asks a question, (e.g., how to spell something) just say “I cannot help you. Just do your best.”). Do you have any questions (you may answer questions about testing only)?

When students are ready, say:

You may begin writing.

When five minutes remain, say:

You have five minutes to complete your writing.

At the stopping time, say:

Please stop writing. I will now collect your prompt sheet and any pages you wrote on.

Lesson 7
(Approximately 2 or 3 sessions)

PROJECT WRITE: COLLABORATIVE PRACTICE

****Complete this lesson a few times. You want to feel confident that students can use the self-regulation and writing strategies independently.**

Purpose: Review *TACO and TOWER*, Collaborative Practice without Graphic Organizer, Review Self-Instructions

Objectives: Review and practice *TACO and TOWER*, review transfer, individual collaborative practice

Materials:

- TACO & TOWER Chart
- SAM Writing Prompt 7A, 7B, & 7C (copies for students)
- TOWER graphing sheet
- Self-statements sheet
- Paper
- Pencils
- Scratch paper
- Student folder
- PBS tickets

Behavioral Component: Review school-wide behavior goals. Remind students PBS tickets can be earned during writing lessons. Identify which behavior students would like to work on (e.g., respect, responsibility). Talk about what actions students must take to earn the ticket at the end of the lesson. Use high rates of opportunities to respond and positive feedback throughout the lesson and other appropriate management strategies as necessary.

A. Test and Review TACO & TOWER, Discuss Transfer

1. Test students to see if they remember **TACO** and **TOWER**. Be sure students remember TOWER is a trick for organizing their notes.
2. *If needed*, have students practice the mnemonic.
3. **ON MONDAYS OR TUESDAYS ONLY** – Ask students if they transferred their strategies. Discuss ideas of where they can use the trick.
4. **ON MONDAYS OR TUESDAYS ONLY** – Ask students if they took a practice test the previous week and if they used TACO or TOWER on the practice test. Ask if the tricks helped. If the tricks did not help, ask students how the tricks could help next time. ***Tell students, now that they know the tricks, you expect them to use TACO and TOWER on the practice tests each week.***

B. Wean off Graphic Organizer

1. Tell students they won't have the **TACO** and **TOWER** graphic organizer for writing the *SAM* compositions. But, they can make notes on blank paper or on the writing prompt.
2. **If you completed Lesson 6** – Ask students if they remember where you wrote **TACO** (on the front of the writing prompt) and **TOWER** (on the back of the writing prompt). Tell students, if they don't have the graphic organizer, they can also write **TACO** and **TOWER** on the writing prompt or blank piece of paper.
3. **If you did not complete Lesson 6** – Tell students are given extra paper when they take a test. Explain, one strategy for planning is writing **TACO** on the front of the writing prompt and **TOWER** on the back of the writing prompt or the blank piece of paper.
4. Tell students you will model **TACO** and **TOWER** on a blank piece of paper and on the writing prompt.
5. On a blank piece of notebook paper, model for students how to write **TACO** across the top of the page and **T** – (with **who, when, & where**), **O** – (with **beginning, middle, & end**), **W** –, **E** --, **R** down the side of the page. Model leaving space for each of the parts so students can create their own notes. *Student should be familiar with this because this is how they were being tested to see if they had memorized the writing prompts.*
6. On the writing prompt, model for students how to write **TACO** under the writing prompt. Turn the page over and model for students **TOWER**: **T** – (with **who, when, & where**), **O** – (with **beginning, middle, & end**), **W** –, **E** --, **R** down the side of the page. Model leaving space for each of the parts so students can create their own notes.

B. Collaborative Writing

(Some students may be ready to write alone. Work on collaborative writing with students who need additional support.)

Collaborative Writing

1. Pass out student folders. Ask students get out their self-statement lists. Set writing prompt 7A (or 7B or 7C if repeating the lesson) and notebook paper on the table.
2. Read writing prompt 7A (or 7B or 7C if repeating the lesson) with the students. **If using writing prompt 7C, discuss with students this is a personal narrative. They can use their own experiences to write their story. Tell them they should still use TACO and TOWER to write their story.**

3. Let students lead the writing process as much as possible. Help as needed. Tell students this is a collaborative process and you will work together to write a group SAM. *Students who are ready to write alone should do so.*
4. How do we start? The first letter is **T – Topic, what is the story about?** Ask students to scan the writing prompt and state the topic of the SAM composition. Tell students to make a note about the topic of the writing prompt.
5. The second letter is **A – Audience, who will read this?** Discuss with students who their audience will be and why it is important to know this. Tell students to make a note about the audience reading the *Story About Me*.
6. The next letter is **C – Carefully read the prompt.** Ask students to read the writing prompt and identify any parts that are included. Ask students to underline or circle these parts.
7. What do we do next? **O – Organize my notes.** We will use **TOWER** to help us organize and plan the SAM composition. Ask students if they prefer to write notes on the writing prompt or on a blank sheet of paper. *Students can choose which way to make their notes.*
8. Review your goals for writing a SAM composition. These stories are good, exciting, and powerful. They have 8 parts, are fun to read, fun to write, include exciting MDWs, capture the reader’s attention, and make sense.
9. Have students generate notes for their group SAM. First, make sure students make notes from the writing prompt and include the parts indicated. Next, ask students to generate ideas for the rest of the parts. Remind them to include exciting MDWs and feelings in their notes. Options for doing this collaboratively:
 - d. **2nd & 3rd Grade Students** – *The teacher can fill out the graphic organizer and the students can contribute their own ideas. Or each student can fill out their own graphic organizer and write the same ideas.*
 - e. **4th & 5th Grade Students** – *Each student can fill out their own graphic organizer and write different ideas. (If this option is selected, the teacher will need to select one student’s graphic organizer for writing).*
10. What do we do now? **R – Review our notes and write.** Have students look back at the notes and see if they have included all of their parts. Ask students if they are missing any parts or if they can include more notes for exciting MDWs or feelings.
 - f. **2nd & 3rd Grade Students** – Review notes with the students to make sure they have all of their parts. Have students share ideas about adding more actions, exciting MDWs, or feelings. Make changes to the graphic organizer.

- g. 4th & 5th Grade Students** – Have students share their notes with each other. Student can discuss the parts and make suggestions for each other about how to make the SAMs better. *For example*, if a student’s story doesn’t make sense, another student could suggest adding a part that will make the story more cohesive. *Or*, students can suggest using different exciting MDWs.

11. What do we do next? Ask students if you are done once the notes are written. Remind students they now have to write the SAM composition. Remind students that they can also add more ideas as they write. Refer students to their self-statements to say while they work. State, “What is it I have to do here? I have to write a good SAM composition. A good story has 8 parts, fun to read, fun to write, uses exciting MDWs, includes feelings, captures the reader’s attention, and makes sense. Write the story.

Options for writing the story:

- h. 2nd & 3rd Grade Students** – *The teacher uses notes she wrote and writes the story while students offer suggestions of what to say in the composition. Or, the teacher uses notes that one of the students wrote while students offer suggestions of what to say in the composition. Or, one student writes the composition, while the teacher and other 2 students offer suggestions of what to say in the composition.*
- i. 4th & 5th Grade Students** -- *If students wrote individual notes, the teacher selects one student’s graphic organizer to write from. Students offer suggestions of what to say in the composition. Or, one student writes the composition, while the teacher and other 2 students offer suggestions of what to say in the composition. Or, if you feel students are ready, each may write their own SAM, and assist as needed. Share each composition when done and help each other improve them if necessary.*

12. If time permits, have students who wrote independently and those who wrote collaboratively share their stories. If students wrote independently and do not have time to share their stories, assure them you will read their stories and give them feedback next time.

j. Guidelines for sharing SAM

- i. Student reads aloud the SAM.
- ii. The other students and teachers comment on one thing they liked about the SAM.
- iii. The other students and teachers suggest one way to make the SAM better (e.g., “You could use huge instead of big.” “You could combine these two sentences to make the SAM a little more interesting.” “I was not sure what the feeling was in the middle, can you clarify that.”
- iv. Allow next student to share SAM and repeat steps ii and iii.

C. Graph the SAM Composition

1. Pass out TOWER graphing sheets to students. Ask students if the collaborative story had at least 8 parts. *Ask students who wrote independently to assess their stories. Check the stories written independently to see if students' self-assessments are correct.* Review who, when, where, beginning, middle, end, feelings, and exciting MDWs. Color in a square for each part that was written and a coin for extra feelings and exciting MDWs.
2. Once students have colored all of their parts, remind students their goal is to get to the treasure hidden at the top of the tower.

D. Lesson Wrap Up

6. Announce test next session! Tell students they will not be graded. They will tell what TACO and TOWER mean from memory.
7. Remind students you know that they will continue to be asked by someone else to write a story each week. Remind students this will be a practice test and they can use the tricks for the test. Tell students you will not be reading the practice test and they should do the best they can. **DISCUSS:** *Now students know TACO and TOWER and how to write TACO on the prompt and how to make notes on scratch paper. How can this help them when they take the test? What should they do?* Let students know that when they are done learning and practicing the tricks for SAM tests with you, then you will read the SAMS they write for tests and collect their notes.
8. Give students their folders. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass the folders out for the next lesson.
9. Determine if some of your students need a little more help with this lesson and plan for this as possible.

Lesson 8
**(Approximately 1 or 2 sessions;
this lesson may be repeated if necessary)**

PROJECT WRITE: WRITE INDEPENDENTLY

Purpose: Review *TACO and TOWER*, Write independently

Objectives: Review and practice *TACO and TOWER*, write independently (without graphic organizer)

Materials:

- SAM Writing Prompt 8A & 8B (copies for students)
- TOWER graphing sheet
- Self-statements sheet
- Paper
- Pencils
- Scratch paper
- Student folder
- PBS tickets

Behavioral Component: Review school-wide behavior goals. Remind students PBS tickets can be earned during writing lessons. Identify which behavior students would like to work on (e.g., respect, responsibility). Talk about what actions students must take to earn the ticket at the end of the lesson. Use high rates of opportunities to respond and positive feedback throughout the lesson and other appropriate management strategies as necessary.

A. Test and Review TACO & TOWER, Discuss Transfer

1. Test to see if students remember TACO and TOWER.
2. ***ON MONDAYS OR TUESDAYS ONLY*** – Ask students if they transferred their trick. Discuss ideas of where they can use the trick. Ask students if they took a practice test the previous week and if they used TACO or TOWER on the practice test. Ask students if the tricks helped. If the tricks did not help, ask students how the tricks could help next time. ***Tell students, now that they know the tricks, you expect them to use TACO and TOWER on the practice tests each week.***

B. Introduce Independent Writing

1. Tell students they will write a SAM independently and without the graphic organizer, just as they have practiced
2. Give students writing prompt 8A (*or 8B if repeating the lesson*) and three blank pieces of paper. Tell students they can either use the writing prompt page or notebook paper for notes.

D. Practice Independent Writing

1. Ask students what they should do first. **THEY MUST WRITE TACO AND TOWER ON THE WRITING PROMPT OR NOTEBOOK PAPER – PROMPT THEM TO DO SO IF THEY ARE UNSURE. HELP ONLY AS NEEDED.**
2. Wait and see if students continue. If not, ask students what they need to do next. Prompt and help only as necessary. They need to make notes for each part. When they are done writing notes, remind them they can think of more ideas as they write. Encourage students to use self-statements only when you think they are needed. *It is okay if students aren't using self-statements out loud.*
3. Wait and see if students continue. If not, ask students what they should do next. Prompt students to write the SAM, as needed. Let students work independently as much as possible. Encourage self-statements if needed.
4. Once students complete their writing, wait and see if students read their paper to make sure they have all their parts, check if the story makes sense, and change any parts of their story (e.g., adding exciting MDWs, feelings, or more story ideas).
5. ***If time permits***, have any students who wrote independently and those who wrote collaboratively share their stories. If students wrote independently and do not have time to share their stories, assure them you will read their stories and give them feedback next time.

a. *Guidelines for sharing SAM*

- i. Student reads aloud the SAM.
- ii. The other students and teachers comment on one thing they liked about the SAM.
- iii. The other students and teachers suggest one way to make the SAM better (e.g., “You could use huge instead of big.” “You could combine these two sentences to make the SAM a little more interesting.” “I was not sure what the feeling was in the middle, can you clarify that.”)
- iv. Allow next student to share SAM and repeat steps ii and iii.

E. Graph the SAM Composition

1. Pass out TOWER graphing sheets to students. Ask students if the collaborative or independent story had at least 8 parts. *Ask students who wrote independently to assess their stories. Check the stories written independently to see if students' self-assessments are correct.* Review who, when, where, beginning, middle, end, feelings, and exciting MDWs. Color in a square for each part that was written and a coin for extra feelings and exciting MDWs.

2. Once students have colored all of their parts, remind students their goal is to get to the treasure hidden at the top of the tower.

F. Lesson Wrap Up

1. Announce test next session! Tell students they will not be graded. They will tell what TACO and TOWER mean from memory.
2. Remind students you know they will continue to be asked by someone else to write a story each week. Remind students this will be a practice test and they can use the tricks for the test. Tell students you will not be reading the practice tests, but they should do the best they can. **DISCUSS:** *Now students know TACO and TOWER, how to write TACO on the prompt, and how to make notes on scratch paper they should be using the tricks on their weekly tests. How can this help them when they take the test? What should they do?* Let students know that when they are done learning and practicing the tricks for SAM tests with you, then you will read the SAMS they write for tests and look at their notes.
3. Give students their folders. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass the folders out for the next lesson.
4. Determine if some of your students need a little more help with this lesson and plan for this as possible.

Writing Prompt #8A

Writing Situation: Pretend you are asked to spend the afternoon baby-sitting Howie, a pet monkey.

Directions for Writing: Before you begin to write, think about the fun and adventures you have with Howie, the monkey.

Now write a story about what happened the afternoon you baby-sat Howie, the monkey.

Writing Prompt #8B

Writing Situation: Pretend you had to stay after school to help your teacher. In her classroom, you found a huge crayon drawing on the wall.

Directions for Writing: Before you begin to write, think about what happened when you saw the crayon drawing and what you did.

Now write a story about your adventures the day there was a huge crayon drawing on the classroom wall.

Writing Prompt #7A

Writing Situation: Pretend that for one day you are a tiny raindrop in a storm. For that day you get to go to where raindrops go.

Directions for Writing: Before you begin to write, think about what you would do during your day as a raindrop.

Now write a story about your adventures on the day you woke up as a grown-up.

Writing Prompt #7B

Writing Situation: Suppose you woke up one cold winter morning. To your surprise, everything outside was covered in fluffy white snow.

Directions for Writing: Before you begin to write, think about what you might do on your surprise snow day.

Now write a story about your fun and adventures on the special snow day.

Writing Prompt #7C

Writing Situation: Forgetting can cause problems. Think about a day when you forgot something.

Directions for Writing: Before you begin to write, think about what you forgot and what happened.

Now write a story about what happened the day you forgot something.

Lesson 9
(Approximately 2 sessions)

**PROJECT WRITE: INTRODUCE SCORING RUBRIC AND
DISCUSS HOW TO IMPROVE SAM WRITING**

Purpose: Review *TACO and TOWER*, Develop individual writing goals for students

Objectives: Review and practice *TACO and TOWER*, identify student strengths and areas for improvement in writing and develop individual goals to improve students' writing, introduce new writing structure, find structure in example story, model using the writing structure, examine student's previous writings and discuss where structure could be included, practice writing story with new writing structure.

Materials:

- SAM Story 9A – Score of 3 (copies for students)
- SAM Story 9B – Score of 4 (copies for students)
- SAM Story 9C – Score of 6 (copies for students)
- SAM Writing Prompt 9 (copies for students)
- Writing Rubric (copies for students)
- TOWER graphing sheet
- Self-statements sheet
- Notebook paper
- Pencils
- Student folder
- PBS tickets

Behavioral Component: Review school-wide behavior goals. Remind students PBS tickets can be earned during writing lessons. Identify which behavior students would like to work on (e.g., respect, responsibility). Talk about what actions students must take to earn the ticket at the end of the lesson. Use high rates of opportunities to respond and positive feedback throughout the lesson and other appropriate management strategies as necessary.

A. Test and Review TACO & TOWER, Discuss Transfer

1. Test to see if students remember TACO and TOWER.
2. ***ON MONDAYS OR TUESDAYS ONLY*** – Ask students if they have transferred their trick. Discuss ideas of where they can use the trick. Ask students if they took a practice test the previous week and if they used TACO or TOWER on the practice test. Ask students if the tricks helped. If the tricks did not help, ask students how the tricks could help next time. ***Tell students, now that they know the tricks, you expect them to use TACO and TOWER on the practice tests each week.***

B. Introduce Writing Rubric, Discuss Score of 4, Score of 5, and Score of 6

1. Tell students you are going to discuss how to make their SAM compositions better.
2. Pass out the Writing Rubric to students and tell them teachers and readers of their SAM use a Writing Rubric, similar to this one, to score their stories.
3. Tell students a **Score of 4** is passing. Explain you will look at **Score of 4, 5, and 6** and develop goals for improving your story.
4. Point to **Score of 4**. Read aloud the characteristics of **Score of 4**. Discuss the different characteristics:
 - a. *Organization is okay and includes a beginning, middle, and end.* (Discuss how it is important for the reader to understand and follow the story. It is important to not have parts missing because that might make the story confusing to the reader).
 - b. *Has okay story parts and the reader can follow most of the story.* (Discuss how you have been working to make the story exciting to keep the reader interested in the story. Remind students they might not know who is reading the story and to be sure to include enough parts so the reader can easily follow the story.)
 - c. *Uses different types of sentences, not very many.* (Discuss how using different sentences are important. For example, repeating, “Then we went to...Then we went to...Then we went to...” is not a very exciting way to keep the reader interested. Tell students they can use different words to make their sentences interesting and they can combine sentences to make them longer.
 - d. *Has okay word choice, some words could be more exciting and colorful.* (Discuss the importance of using exciting MDWs. Remind students exciting MDWs are good vocabulary words, words that we don’t hear or use all the time. They are words that are just right for what the writer is saying. Exciting MDWs make the story or sentence more interesting to the reader. Brainstorm ideas of good exciting MDWs or review words on the Exciting MDW list.)
 - e. *Uses only 1-2 feelings.* (Discuss the importance of telling characters’ feelings through out the story. Discuss and identify different feelings characters may feel. Discuss how and why characters’ feelings may change throughout a story. Tell students it is important to write feelings for the characters at the **beginning, middle, and end** of their SAM writing.
5. Ask students if they think **TACO** and **TOWER** will help them **Score 4** or more points. Ask them how the tricks help them. Tell students, if they use the tricks, they will be able to score 4 or higher and pass the test.

6. Point to **Score of 5**. Read aloud the characteristics of **Score of 5**. Discuss the different characteristics:
- a. *Mostly well organized and easy to follow.* (Remind students it is important for the reader to understand and follow the story. Tell students to score a **5**, almost all of the parts are there and the reader can easily follow the different actions that happen in the story.)
 - b. *Has good story parts and the reader can follow the story.* (Discuss with students how the story parts are exciting, there are different actions, and the reader does not become confused because the writer is clear in telling the story.)
 - c. *Uses a few different kinds of sentences.* (Discuss with students how the sentences may start differently, there are some long sentences, short sentence, and maybe there is dialogue included. Tell students how the different sentences keep the reader interested in reading the story.)
 - d. *Has some good word choice that is exciting and colorful.* (Discuss the importance of exciting MDWs and how using many different words helps readers picture in their head the different events that are happening.)
 - e. *Does a pretty good job capturing and keeping the reader's attention.* (Discuss how all these components keep the reader wanting to read more, this includes using exciting MDWs, different sentences, and exciting parts.)
 - f. *Uses feelings in the beginning, middle, and end.* (Discuss how it is important to let the reader know what the character feels. The reader may have felt the same way as the characters and can connect better.)
7. Ask students if they think **TACO** and **TOWER** will help them **Score 5** points. Ask students how the tricks will help them. Tell students, if they use the tricks, it is reasonable for them to score **5** points on the test. Remind them of their writing goals for SAM (e.g., stories are fun to read, fun to write, makes sense, has 8 parts, uses exciting MDWs, includes feelings, and captures the reader's attention).
8. Point to **Score of 6**. Read aloud the characteristics of **Score of 6**. Discuss the different characteristics:
- a. *Very well organized and easy to follow.* (Discuss how the reader is never confused and is able to easily identify the beginning, middle, and end.)
 - b. *Has very good story parts that are well thought out.* (Discuss how there is a lot of detail throughout the different parts of the story.)
 - c. *Uses many different kinds of sentences.* (Discuss with students how the sentences may start differently, there are some long sentences, short sentence,

and maybe there is dialogue included. Tell students how the different sentences keep the reader interested in reading the story.)

- d. *Has very good word choice that is exciting and colorful.* (Discuss how there are many different words that help the reader imagine the characters, setting, and action that happens in the story.)
 - e. *Does a great job capturing and keeping the reader's attention.* (Discuss how the different parts are exciting and want to make the reader read more. Ask students of stories they have read that made them feel that way and what about those stories were so good.)
 - f. *Uses different feelings in the beginning, middle, and end.* (Discuss how it is important to let the reader know what the characters feel. The reader may have felt the same way as the characters and can connect better with the characters.)
9. Ask students if they think **TACO** and **TOWER** will help them **Score 6** points. Ask students how the tricks will help them. Tell students it is possible for them to **Score 6** points. Tell students it can be hard to **Score 6** points and that every once in a while they might **Score 6** points. Remind them of their writing goals for SAM (e.g., stories are fun to read, fun to write, makes sense, has 8 parts, uses exciting MDWs, includes feelings, and captures the reader's attention).
10. Tell students that a **Score of 6** is rare. They might be able to get that score if they use their tricks, but you are not worried about them getting a 6. Tell students if they use the tricks, they can definitely **Score 4** or **5** points and pass the test.

C. Discuss Score of 3, Score of 2, Score of 1, and Score of 0

- 1. Briefly discuss the Scores of 3, 2, 1, and 0. Point out to students that stories that receive lower scores are often missing parts, may be confusing, do not use exciting colorful words, do not include feelings, use the same kind of sentences, and do not capture the reader's attention. Discuss how these scores relate to the tricks they have learned – students who have not been taught **TACO** and **TOWER** might easily get these scores.
- 2. *Emphasize in order to pass the test, students need to Score a 4 or higher. Remind students of their writing goals (e.g., fun to read and write, has all its parts, makes sense, includes feelings, exciting MDWs, and captures the reader's attention.)*

D. Compare SAM Story with Score of 3, Score of 4 and Score of 6

- 1. Tell students you are going to read three example SAMs. The SAMs will be on the same topic.
- 2. Pass out writing prompt 9A. Read the prompt aloud. Discuss the parts of **TACO** with students (**T – topic, what will I write about?; A – Audience, who will read this?; C**

- **Carefully read the prompt? O – Organize my notes.**) Tell students you won't be looking at the notes the writer made because they weren't included. Ask students what parts should be included, based on the writing prompt.
3. Pass out **SAM story with Score of 3** to students. Ask students to follow along as you read the story aloud. *Don't tell students the score of the SAM.*
 4. When you are done reading, discuss with students what they think the score of the story was. Discuss:
 - a. The organization of the story (*Was the story well organized? Was there a beginning, middle, and end? Was the story easy to follow?*)
 - b. The story parts (*Was the story exciting? Were all of the story parts included?*)
 - c. Different sentences (*Were there different types of sentences, long ones, short ones, dialogue, etc.? Did all the sentences begin the same?*)
 - d. Word choice (*Were there exciting colorful words? Could you imagine the different characters, setting, or actions in your head? Were there different words or were word repeated?*)
 - e. Feelings (*Did the writer tell the characters' feelings at the beginning, middle, and end of the story? Did they use feelings that you have experienced?*)
 5. Ask students what parts of **TACO** and **TOWER** were present and what parts were missing. Ask students to suggest new parts that could be used to make the story better.
 6. Ask students their overall opinion of the story and what they would score the story. Record and discuss their responses.
 7. Pass out **SAM story with Score of 4** to students. Ask students to follow along as you read the story aloud. *Don't tell students the score of the SAM.*
 8. When you are done reading, discuss with students what they think the score of the story was. Discuss:
 - a. The organization of the story (*Was the story well organized? Was there a beginning, middle, and end? Was the story easy to follow?*)
 - b. The story parts (*Was the story exciting? Were all of the story parts included?*)
 - c. Different sentence (*Were there different types of sentences, long ones, short ones, dialogue, etc.? Did all the sentences begin the same?*)
 - d. Word choice (*Were there exciting colorful words? Could you imagine the different characters, setting, or actions in your head? Were there different words or were word repeated?*)
 - e. Feelings (*Did the writer tell the character's feelings at the beginning, middle, and end of the story? Did they use feelings that you have experienced?*)
 9. Ask students their overall opinion of the story and what score they would give the story. Record and discuss their responses.

10. Pass out **SAM story with Score of 6** to students. Ask students to follow along as you read the story aloud. *Don't tell students the score of the SAM.*
11. When you are done reading, discuss with students what they think the score of the story was. Discuss:
 - a. The organization of the story (*Was the story well organized? Was there a beginning, middle, and end? Was the story easy to follow?*)
 - b. The story parts (*Was the story exciting? Were all of the story parts included?*)
 - c. Different sentence (*Were there different types of sentences, long ones, short ones, dialogue, etc.? Did all the sentences begin the same?*)
 - d. Word choice (*Were there exciting colorful words? Could you imagine the different characters, setting, or actions in your head? Were there different words or were word repeated?*)
 - e. Feelings (*Did the writer tell the character's feelings at the beginning, middle, and end of the story? Did they use feelings that you have experienced?*)
12. Ask students their overall opinion of the story what score they would give the story. Record and discuss their responses.
13. Tell students what scores these SAM stories were given by the test scorer. See if students guessed correctly.
14. Discuss and identify the differences between the stories. Ask students how the following components differed:
 - a. the organization of the stories
 - b. the story parts
 - c. the sentences
 - d. the word choice
 - e. the feelings
15. Remind students that a score of 6 is rare and that what the need to pass is a score of 4 or higher. Tell students if they use **TACO** and **TOWER**, they can definitely **Score 4 or 5 points**.

E. Lesson Wrap Up

1. Announce test next session! Tell students they will not be graded. They will tell what TACO and TOWER mean from memory.
2. Remind students you know that they will continue to be asked by someone else to write a story each week. Remind students this will be a practice test and they can use the tricks for the test. Tell students you will not be reading the practice and they should do the best they can. **DISCUSS:** *Now students know TACO and TOWER, how to write TACO on the prompt, and how to make notes on scratch paper, so they*

should use the tricks. How can this help them when they take the test? What should they do? Let students know that when they are done learning and practicing the tricks for SAM tests with you, then you will read the SAMS they write for tests.

3. Give students their folders. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass the folders out for the next lesson.
4. Determine if some of your students need a little more help with this lesson and plan for this as possible.

Scoring Rubric

Score of 6	<ul style="list-style-type: none"> • Very well organized and easy to follow • Has very good story parts that are well thought out • Uses many different kinds of sentences • Has very good word choice that is exciting and colorful • Does a great job capturing and keeping the reader's attention • Uses different feelings in the beginning, middle, and end
Score of 5	<ul style="list-style-type: none"> • Mostly well organized and easy to follow • Has good story parts and can the reader can follow the story • Uses a few different kinds of sentences • Has some good word choice that is exciting and colorful • Does a pretty good job capturing and keeping the reader's attention • Uses feelings in the beginning, middle, and end
Score of 4	<ul style="list-style-type: none"> • Organization is okay and includes a beginning, middle, and end • Has okay story parts and the reader can follow most of the story • Uses different types of sentences, not very many • Has okay word choice, some words could be more exciting and colorful • Uses only 1-2 feelings
Score of 3	<ul style="list-style-type: none"> • Organization is not very good and may be missing the beginning, middle, or end • Explanations for the different parts is not very good, and the ideas are not very good • Uses the same type of sentences, not a lot of variety • Uses few exciting million dollar words • Does not think of who will read the story
Score of 2	<ul style="list-style-type: none"> • Organization is poor and may be missing the beginning, middle, or end • Hard to follow the story • Does not use a lot of detail • Does not use any exciting million dollar words • Does not give feelings for characters
Score of 1	<ul style="list-style-type: none"> • Cannot read or understand the story • Very few words
Score of 0	<ul style="list-style-type: none"> • Leaves a blank paper

Writing Prompt #9

Writing Situation: Suppose you woke up one day and there was a magic car. This car could take you anywhere you wanted.

Directions for Writing: Before you begin to write, think about where you would go, what you would do, and what you would see.

Now write a story about your adventures with a magic car.

Writing #9A – Score of 3

One day I woke up. I heard a loud noise. I went outside and there was a car. It wasn't my mom or dad's car. My mom drives a big SUV and my dad drives a truck. They are both black. This car was little and loud! It was honking its horn so loud. I had to cover my ears because it was so loud.

I walked away from the car because it was so loud and I wanted the noise to stop. The car door opened. The car talked really loud and told me to get in. I asked where it was going to take me. You should never get into strange cars because they might take you away and you would never see your mom or dad again.

The car told it me it would take me anywhere I wanted. I told the car to take me to the bottom of the ocean. The bottom of the ocean is really cool. I learned in science class once that there are animals that glow in the dark on the bottom of the ocean. I really liked learning about the desert. I think there would be really cool animals and plants in the desert.

We went. I saw the bottom of the ocean. I became hungry and asked the car to take me to McDonald's. I love McDonald's. They have the best french fries and milkshakes. I always order that when I go to McDonald's. My mom takes me to McDonald's 1 or 2 times a week. I wish I could eat at McDonald's every day. I ate at McDonald's and the car took me home.

Writing #9B – Score of 4

One day, I woke up to a loud honking noise. I looked outside and there was a car. I was confused. I ran outside to see who was honking the car horn. I found out there was nobody in the car.

I started to walk away, but then the car door opened. I walked back towards the car and climbed in. I was a little nervous. Then, the car started talking. It asked me where I wanted to go. I asked, “What do you mean? Where do I want to go?” The car told me it could take me anywhere in the world, in the past, present, and future.

I sat and thought a little bit. I decided I wanted to go to the bottom of the ocean. I told the car to take me there. The car said, “Put your seatbelt on.” I did and the car took off.

Suddenly, we were flying through the air and we were over the ocean. The car went down into the ocean and soon we were on the ocean floor. It was amazing. I saw many animals I had never seen before. Some of them glowed in the dark. It started to get a little cold and I asked the car to turn on the heat.

After being on the ocean floor for a long time, the car asked where I wanted to go then. I asked the car to take me home. I was hungry and needed to eat some lunch. The car zoomed out of the ocean and flew threw the air to my house.

When I got out of the car, I thanked it for taking me to the ocean floor. I asked if the car would ever

come back. He said if I wished really hard, he would return. I had an amazing time visiting the ocean floor.

Writing #9C – Score of 6

One day, I woke up to a loud honking noise. I looked outside and there was a dirty, old car in front of my house. I was confused. I ran outside to see who was honking the car horn. I found out there was nobody in the car.

I started to walk away, but then the car door opened and music started playing through the radio. I walked back towards the car and climbed in. I was a little nervous. Then, the car started talking through the radio. It asked me where I wanted to go. I asked, “What do you mean? Where do I want to go?” The car told me it could take me anywhere in the world, in the past, present, and future.

I sat and thought a little bit. I decided I wanted to go to the bottom of the ocean. I told the car to take me there. The car said, “Put your seatbelt on.” As I put on the seatbelt, the car engine began to roar. Suddenly the car zoomed away. I grabbed the door handle because I was a little scared.

We were flying through the air and arrived to the ocean. The car flew out over the ocean and then dove into the bright blue water. The car went down, down, down and soon we were on the ocean floor. It was amazing. I saw many creatures I had never seen before. There were creatures that had several legs and glowed in the dark. There were large creatures chasing smaller creatures to eat them up. It was very exciting to see all of this.

While we were exploring the ocean floor, it started to get a little cold and I asked the car to turn on the heat. The car blasted the heat on high and it was too much air. I asked the car to turn the air down. Finally, I was comfortable and enjoyed my time looking around.

After being on the ocean floor for a long time, the car asked where I wanted to go then. I remembered I hadn't had breakfast or lunch. I answered, "Please take me home. I am starving!" The car told me to hold on and it zoomed out of the ocean. It was a little quiet on the way back. I asked the car to play some music. The radio turned on and sat back and relaxed. After a while the car arrived at my house.

As I opened the door to climb out of the car, I thanked it for taking me to the ocean floor. I asked, "Are you ever coming back? There were many other places I would like to go and see." He said if I wished really hard, ate all my vegetables and was nice to my sister, then he would return. This was one of the best adventures I have ever had.

Lesson 10
**(Approximately 2 or 3 sessions;
this lesson may be repeated if necessary)**

**PROJECT WRITE: REVIEW TEST DIRECTIONS, INTRODUCE
AND PRACTICE TIMED WRITING**

**** IF TIME PERMITS, REPEAT THIS LESSON IF STUDENTS SPEND TOO MUCH TIME PLANNING. MAKE SURE STUDENTS FEEL COMFORTABLE COMPLETING WRITING TESTS IN TIMED ENVIRONMENT.**

Purpose: Review *TACO and TOWER*, Review test directions, Introduce and practice timed writing, Write independently (*without graphic organizer*)

Objectives: Review and practice *TACO and TOWER*, write independently

Materials:

- SAM Writing Prompt 10A, 10 B
(copies for students)
- TOWER graphing sheet
- Stopwatches (3 – 1 for each student)
- Paper
- Pencils
- Scratch paper
- Student folder
- PBS tickets

Behavioral Component: Review school-wide behavior goals. Remind students PBS tickets can be earned during writing lessons. Identify which behavior students would like to work on (e.g., respect, responsibility). Talk about what actions students must take to earn the ticket at the end of the lesson. Use high rates of opportunities to respond and positive feedback throughout the lesson and other appropriate management strategies as necessary.

A. Test and Review TACO & TOWER, Discuss Transfer

1. Test to see if students remember TACO and TOWER.
2. ***ON MONDAYS OR TUESDAYS ONLY*** – Ask students if they have transferred their trick. Discuss ideas of where they can use the trick. Ask students if they took a practice test the previous week and if they used TACO or TOWER on the practice test. Ask students if the tricks helped. If the tricks did not help, ask students how the tricks could help next time. ***Tell students, now that they know the tricks, you expect them to use TACO and TOWER on the practice tests each week.***
3. When discussing transfer, ask students the following questions:
 - a. Would you teach TACO and TOWER to other students or if their teacher should teach the trick to other students? Why or why not?
 - b. Do you think TACO and TOWER helped you to write good stories for the district and state writing tests?
 - c. What did you like or not like about TACO and TOWER?
 - d. What did you like or not like about graphing and coloring in the TOWER chart?
 - e. What did you like or not like about the self-statements?
 - f. Do you think you will use TACO and TOWER for other activities? Where?

B. Review Test Directions

1. Ask students if they remember the test directions you discussed in an earlier lesson. Ask students what instructions they remember (e.g., they have 30 minutes, they will be told they have 5 minutes left, they need to write about the topic, they will be given directions and a writing prompt).

If students do not remember the test directions, complete the following steps.

2. **4th and 5th Grade** – Give each student a copy of the Test Directions.

2nd and 3rd Grade – Students do not need a copy of the Test Directions. Ask students to listen carefully as you read the directions the teacher uses.
3. Read the directions aloud as students follow along. Ask questions about the directions.

- a. *What directions does the teacher tell you about the writing? How can you make your writing clear and interesting? What are careless errors?*
- b. *Can you write about different topics?*
- c. *How much time do you have to take the test?*
- d. *What directions does the teacher tell you about using the prompt sheet?(use it for planning) Do you know how to do that?*
- e. *What type of warning does the teacher tell you?*
- f. *How many pieces of paper will you have? Can you write on all of them?*

C. Discuss Time Management when Writing SAM for a TEST

1. Remind students they will have 30 minutes to write. (*You can tell students in some situations they might have 35 minutes or more to write.*)
2. Ask students how much time they think they should spend planning (*7-10 minutes*). Ask what would happen if they spent too much time (*not have enough time to write, might not pass the test*).
3. Discuss with students strategies they can use to manage their time.
 - a. **4th and 5th Grade** – If students wear a watch, they can write the time down they are told to start writing and write down the time they should stop planning and start writing (*e.g., Students are told to start writing at 10:30. Students write 10:30 on their paper and write 10:40. At 10:40, they should start writing their story. This gives them 10 minutes to plan. If they think they need less time to plan, they can write less time.*) Or, if students can read the clock in the classroom, they can use the same strategy.
 - b. Model writing the time the writing test starts and the time students should stop planning and start writing at the top of a prompt.
 - c. **2nd and 3rd Grade** – Do not worry about teaching students a strategy to spend their time planning.
4. ***Emphasize planning will help students write a good story, but the planning is not graded. Tell students if they only plan, and do not write the story, they will not pass the test. Also, tell students if they spend too much time planning and are only able to write part of their story, they may not do too well on the test because the story is not complete.***
5. Remind students they are given a 5-minute warning before the test ends. Ask students how they should spend the last 5-minutes of the test.
 - a. **4th and 5th Grade** – If students are finished writing, suggest students reread their story to make sure all of their parts are included. If they forgot any parts,

they can add them. They can also check to see if they included exciting MDWs or feelings. If students are not finished writing, they need to make sure they finish their story.

- b. **2nd and 3rd Grade** – Students may not need the full 30 minutes to write their stories. If students are finished writing, suggest students reread their story to make sure all of their parts are included. They can also check to see if they included exciting MDWs or feelings.

- 6. Tell students, if they finish early and have checked their work, you will have an activity for them to work on quietly until the other students complete their stories.

D. Practice Timed Writing

- 1. Tell students they are going to practice timed writing.
- 2. Tell students you are going to use a stopwatch to time the amount of time each student spends planning. ***Emphasize this is practice and this is to help students understand how long 10 minutes is and the amount of planning they can get done.***
- 3. Remind students of the test taking strategies.
- 4. Pass out the **test directions** to students. Read the directions aloud.
- 5. Pass out the writing prompt to the students. Tell students to start writing. Start the stopwatch (one for each student) when you direct the students to start writing. Pay attention to the students working. When each student completes their plan and begins writing, stop the stopwatch. Note the amount of time students spent planning.
- 6. If necessary, tell students when they have 5-minutes left. (*Students may not need the full 30 minutes to write.*)
- 7. If necessary, tell students when they need to stop writing. (*Students may not need the full 30 minutes to write.*) Collect student papers.
- 8. Discuss with students the amount of time spent planning. If students spent more than 10 minutes planning, discuss strategies students can use to spend less time planning (e.g., write fewer notes if they are writing complete sentences, write important keywords, use self-statements if they can't think of an idea).
- 9. ***If time permits***, have any students who wrote independently and those who wrote collaboratively share their stories. If students who wrote independently do not have time to share their stories, assure them you will read their stories and give them feedback next time.

- a. ***Guidelines for sharing SAM***

- i. Student reads aloud the SAM.
- ii. The other students and teachers comment on one thing they liked about the SAM.
- iii. The other students and teachers suggest one way to make the SAM better (e.g., “You could use huge instead of big.” “You could combine these two sentences to make the SAM a little more interesting.” “I was not sure what the feeling was in the middle, can you clarify that.”
- iv. Allow next student to share SAM and repeat steps ii and iii.

E. Graph the SAM Composition

1. Pass out TOWER graphing sheets to students. Ask students if their individual SAM story had at least 8 parts. *Ask students who wrote independently to assess their stories. Check the stories written independently to see if students’ self-assessments are correct.* Review who, when, where, beginning, middle, end, feelings, and exciting MDWs. Color in a square for each part that was written and a coin for extra feelings and exciting MDWs.
2. Once students have colored all of their parts, remind students their goal is to get to the treasure hidden at the top of the tower.

D. Lesson Wrap Up

1. Announce test next session! Tell students they will not be graded. They will tell what TACO and TOWER mean from memory.
2. Remind students you know that they will continue to be asked by someone else to write a story each week. Remind students that this will be a practice test and they can use the tricks for the test. Tell students you will not be reading the practice test and they should do the best they can. **DISCUSS:** *Now students know TACO and TOWER and how to write TACO on the prompt and how to make notes on scratch paper. How can this help them when they take the test? What should they do?* Let students know that when they are done learning and practicing the tricks for SAM tests with you, then you will read the SAMS they write for tests.
3. Give students their folders. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass the folders out for the next lesson.
4. Determine if some of your students need a little more help with this lesson and plan for this as possible.

Test Directions

ADMINISTERING THE ELEMENTARY WRITING ASSESSMENT

I would like to ask you to plan and write a story about a topic I will give you in just a few minutes. Express your thoughts clearly and make your story interesting to the reader.

Before writing, spend a few moments thinking about the topic and planning your story.

You are to write on the lined pages I will give you. You will receive no other paper. Write neatly. Do not skip lines.

WRITE ONLY ON THE TOPIC YOU ARE GIVEN.

The time you have for writing is 30 minutes.

Pause.

Now I am ready to give you the prompt. The prompt is your topic for writing your story.

You may need to take a few moments to be sure that there is a clear understanding of the word “prompt.” Distribute the prompt.

Read the prompt silently to yourself as I read it aloud.

Read the prompt aloud. You may repeat the prompt as many times as necessary. Note: Prompts must not be discussed or vocabulary words defined.

You may use the prompt sheet and one piece of paper to plan your story. Do not write your story on the prompt sheet (Point to the prompt sheet and pause).

Remember that you have 30 minutes to plan and write your story. I will tell you when you have only five minutes remaining. I cannot help you as you write your story (If the student asks a question, (e.g., how to spell something) just say “I cannot help you. Just do your best.”). **Do you have any questions** (you may answer questions about testing only)?

When students are ready, say:

You may begin writing.

When five minutes remain, say:

You have five minutes to complete your writing.

At the stopping time, say:

Please stop writing. I will now collect your prompt sheet and any pages you wrote on.

Writing Prompt #10A

Writing Situation: Pretend you woke up one day and everything was in black and white.

Directions for Writing: Before you begin to write, think about what you would do and what the world would look like.

Now write a story about your day in black and white.

Writing Prompt #10B

Writing Situation: Suppose you woke up one day and it was the year 2150.

Directions for Writing: Before you begin to write, think about what you would, what the world would be like, and where you would go.

Now write a story about your adventures in the year 2150.

Lesson 11
**(Approximately 1 or 2 sessions;
this lesson may be repeated if necessary)**

**PROJECT WRITE: REVIEW WRITING QUALITY AND TIMED
WRITING, WRITE INDEPENDENTLY**

Purpose: Review *TACO and TOWER*, Review writing quality and timed writing strategies, write independently in timed writing condition

Objectives: Review and practice *TACO and TOWER*, review writing rubric and holistic quality scores; identify student strengths and areas of improvement in writing and develop goals, review test taking strategies; practice timed writing; write independently; graph and assess written composition

Materials:

- SAM Writing Prompt 11A & 11B (copies for students)
- TOWER graphing sheet
- Self-instructions sheet
- Paper

Behavioral Component: Review school-wide behavior goals. Remind students PBS tickets can be earned during writing lessons. Identify which behavior students would like to work on (e.g., respect, responsibility). Talk about what actions students must take to earn the ticket at the end of the lesson. Use high rates of opportunities to respond and positive feedback throughout the lesson and other appropriate management strategies as necessary.

A. Test and Review TACO & TOWER, Discuss Transfer

1. Test to see if students remember TACO and TOWER.
2. ***ON MONDAYS OR TUESDAYS ONLY*** – Ask students if they have transferred their trick. Discuss ideas of where they can use the trick. Ask students if they took a practice test the previous week. Ask students if they used TACO or TOWER on the practice test. Ask students if the tricks helped. If the tricks did not help, ask students how the tricks could help next time. ***Tell students, now that they know the tricks, you expect them to use TACO and TOWER on the practice tests each week.***

B. Review Writing Quality

1. Ask students what score they should try to get on the writing test so that they pass (**Score of 4 or higher**).
2. Discuss with students the characteristics of story that receives a **Score of 4**.
 - a. *Organization is okay and includes a beginning, middle, and end.* (Discuss how it is important for the reader to understand and follow the story. It is important to not have parts missing because that might make the story confusing to the reader).
 - b. *Has okay story parts and the reader can follow most of the story.* (Discuss how you have been working to make the story exciting to keep the reader interested in the story. Remind students they might not know who is reading the story and to be sure to include enough parts so the reader can easily follow the story.)
 - c. *Uses different types of sentences, not very many.* (Discuss how using different sentences are important. For example, repeating, “Then we went to...Then we went to...Then we went to...” Tell students they can use different words to make their sentences interesting and they can combine sentences to make them longer.
 - d. *Has okay word choice, some words could be more exciting and colorful.* (Discuss the importance of using exciting MDWs. Remind students exciting MDWs are good vocabulary words, words that we don’t hear or use all the time. They are words that are just right for what the writer is saying. Exciting MDWs make the story or sentence more interesting to the reader. Brainstorm ideas of good exciting MDWs.)
 - e. *Uses only 1-2 feelings.* (Discuss the importance of telling character’s feelings through out the story. Discuss and identify different feelings characters may feel. Discuss how and why characters’ feelings may change throughout a story. Tell students it is important to write feelings for the characters at the **beginning, middle, and end** of their SAM writing.
3. Briefly discuss how students may score a **5 or 6**.
4. ***Emphasize in order to pass the test, students need to Score a 4 or better. Remind students of their writing goals (e.g., fun to read and write, has all its parts, makes sense, includes feelings, exciting MDWs, and captures the reader’s attention.)***

C. Review Test Taking Strategies

1. Ask students the test taking strategies students can use to manage their time. Discuss:
 - a. How much time they should spend planning (7-10 minutes)

- b. What they should do to when they are given their 5-minute warning (finish writing, review parts)
2. ***Emphasize planning will help them write a good story, but the planning is not graded. Tell students if they don't write the story, they will not be graded and may not do too well on the test.***

D. Practice Timed Writing

1. Tell students they are going to practice timed writing, but also remind students that when they take the test for real, they won't be reminded to use their strategies – but THEY should remember to use them.
2. Tell students you are going to use a stopwatch to time the amount of time each student spends planning. ***Emphasize this is practice and this is to help students understand how long 10 minutes is and the amount of planning they can get done.***
3. Remind students of the test taking strategies.
4. Read the test directions aloud to the students.
5. Pass out the writing prompt to the students. Tell students to start writing. Start the stopwatch (one for each student) when you direct the students to start writing. Pay attention to the students working. When each student completes their plan and begins writing, stop the stopwatch. Note the amount of time students spent planning.
6. If necessary, tell students when they have 5-minutes left. (*Students may not need the full 30 minutes to write.*)
7. If necessary, tell students when they need to stop writing. (*Students may not need the full 30 minutes to write.*) Collect student papers.
8. Discuss with students the amount of time spent planning. If students spent more than 10 minutes planning, discuss strategies students can use to spend less time planning (e.g., write fewer notes if they are writing complete sentences, write important keywords, use self-statements if they can't think of an idea).
9. ***If time permits***, have students share their stories.

E. Graph the SAM Composition

1. Pass out TOWER graphing sheets to students. Ask students if their individual SAM story had at least 8 parts. ***Ask students who wrote independently to assess their stories. Check the stories written independently to see if students' self-assessments are correct.*** Review who, when, where, beginning, middle, end, feelings, and exciting

MDWs. Color in a square for each part that was written and a coin for extra feelings and exciting MDWs.

2. Once students have colored all of their parts, remind students their goal is to get to the treasure hidden at the top of the tower.

D. Lesson Wrap Up

1. Announce test next session! Tell students they will not be graded. They will tell what TACO and TOWER mean from memory.
2. Remind students you know that they will continue to be asked by someone else to write a story each week. Remind students that this will be a practice test and they can use the tricks for the test. Tell students you will not be reading the practice and they should do the best they can. **DISCUSS:** *Now students know TACO and TOWER and how to write TACO on the prompt and how to make notes on scratch paper. How can this help them when they take the test? What should they do?* Let students know that when they are done learning and practicing the tricks for SAM tests with you, then you will read the SAMS they write for tests.
3. Give students their folders. Ask students to put the materials from the lesson in their folders. Collect folders. Tell students you will pass the folders out for the next lesson.
4. Determine if some of your students need a little more help with this lesson and plan for this as possible.

*****IF THIS IS THE LAST SESSION**, tell students, “You have done a great job learning the TACO and TOWER Strategies. Now you can write a great *STORY ABOUT ME* by using the tricks, organizing your notes, and writing a paper that is fun to read, makes sense, uses exciting million dollar words, includes feelings, and capture’s the reader’s attention.” **EMPHASIZE** – *you will read each test they take from now on and you will be looking to see if they have all of their parts and if they used their strategies.* “When you are done taking all of your tests, I will come back to visit. I will come back to talk to you about your stories. I will make copies of your papers that I can keep and then I will give you back all of your papers and towers and a certificate that show you have learned the trick for writing a good *STORY ABOUT ME*. Thank you so much for doing such great work!”

Writing Prompt #11A

Writing Situation: Suppose one day you found a magic hat.

Directions for Writing: Before you begin writing, think about what the magic hat can do and what would happen if you put it on.

Now write a story about your day after finding a magic hat.

Writing Prompt #11B

Writing Situation: Pretend you are sitting under a large tree. A squirrel hits you on the head, starts laughing at you, and begins to talk.

Directions for Writing: Before you begin to write, think about what you would do, what you would do, and what you would say to the squirrel.

Now write a story about your experience with a talking squirrel.

APPENDIX D

Test Instructions

Test Directions

ADMINISTERING THE ELEMENTARY WRITING ASSESSMENT

I would like to ask you to plan and write a story about a topic I will give you in just a few minutes. Express your thoughts clearly and make your story interesting to the reader.

Before writing, spend a few moments thinking about the topic and planning your story.

You are to write on the lined pages I will give you. You will receive no other paper. Write neatly. Do not skip lines.

WRITE ONLY ON THE TOPIC YOU ARE GIVEN.

The time you have for writing is 30 minutes.

Pause.

Now I am ready to give you the prompt. The prompt is your topic for writing your story.

You may need to take a few moments to be sure that there is a clear understanding of the word “prompt.” Distribute the prompt.

Read the prompt silently to yourself as I read it aloud.

Read the prompt aloud. You may repeat the prompt as many times as necessary.

Note: Prompts must not be discussed or vocabulary words defined.

You may use the prompt sheet and one piece of paper to plan your story. Do not write your story on the prompt sheet (Point to the prompt sheet and pause).

Remember that you have 30 minutes to plan and write your story. I will tell you when you have only five minutes remaining. I cannot help you as you write your story (If the student asks a question, (e.g., how to spell something) just say “I cannot help you. Just do your best.”). **Do you have any questions** (you may answer questions about testing only)?

When students are ready, say:

You may begin writing.

When five minutes remain, say:

You have five minutes to complete your writing.

At the stopping time, say:

Please stop writing. I will now collect your prompt sheet and any pages you wrote on.

APPENDIX E

Elements Scoring Rubric

If student does not respond to prompt or topic of prompt, then all categories equal to 0

	0	1	2
Who	Repeats character(s) included in prompt or no characters named – me, I or ,we = 0	A character not in prompt added OR A Character described in more detail	A character not in prompt added AND A Character described in more detail (e.g. more than one word)
When	No time provided	Time included (if time noted in prompt, then time in paper must match)	Time described with additional detail
Where	No location provided	Specific location(s) included (if location noted in prompt, then location in paper must match)	A location described with additional detail using more than one word description
Beginning	No beginning (does not meet any of the criteria for a score of 1)	Story starts with an action or event	Story starts with an action or event and additional detail about action or event
		Story starts by character establishing what they wanted to do	Story starts by character establishing what they wanted to do and additional detail provided
Middle (should not logically end the story)*	Zero score on beginning; or there is no action/event	Further action or event occurs after beginning, but is not an ending	An additional action or event occurs

If student does not respond to prompt or topic of prompt, then all categories equal to 0

	0	1	2
End	Zero score on beginning and also zero if “The end” or “Lived happily ever after” without wrapping up the action	Action started at the beginning comes to a conclusion	Action started at the beginning comes to a conclusion with additional detail about original action/event
		Character resolves writing situation from prompt or what they wanted to do	Character resolves writing situation from prompt or what they wanted with additional detail
Feelings (feelings must be a physiological or emotional state and it cannot be inferred; must be able to identify specific ‘feeling’ words in text)	No feelings explicitly stated	1 - 2 feelings explicitly stated (it can be the same feeling)	3 or more feelings explicitly stated (it can be same feeling)
EMDW (must be uncommon adjectives or adverb or use common words in an unusual way (e.g. kitchen sink))	No EMDWs	1 – 3 EMDWs	4 or more EMDWs

APPENDIX F

Quality Scoring Rubric

Writing Quality Scoring Rubric

Score of 6	<ul style="list-style-type: none"> • Very well organized and easy to follow • Has very good story parts that are well thought out • Uses many different kinds of sentences • Has very good word choice that is exciting and colorful • Does a great job capturing and keeping the reader's attention • Uses different feelings in the beginning, middle, and end
Score of 5	<ul style="list-style-type: none"> • Mostly well organized and easy to follow • Has good story parts and can the reader can follow the story • Uses a few different kinds of sentences • Has some good word choice that is exciting and colorful • Does a pretty good job capturing and keeping the reader's attention • Uses feelings in the beginning, middle, and end
Score of 4	<ul style="list-style-type: none"> • Organization is okay and includes a beginning, middle, and end • Has okay story parts and the reader can follow most of the story • Uses different types of sentences, not very many • Has okay word choice, some words could be more exciting and colorful • Uses only 1-2 feelings
Score of 3	<ul style="list-style-type: none"> • Organization is not very good and may be missing the beginning, middle, or end • Explanations for the different parts is not very good, and the ideas are not very good • Uses the same type of sentences, not a lot of variety • Uses few exciting million dollar words • Does not think of who will read the story
Score of 2	<ul style="list-style-type: none"> • Organization is poor and may be missing the beginning, middle, or end • Hard to follow the story • Does not use a lot of detail • Does not use any exciting million dollar words • Does not give feelings for characters
Score of 1	<ul style="list-style-type: none"> • Cannot read or understand the story • Very few words
Score of 0	<ul style="list-style-type: none"> • Leaves a blank paper

APPENDIX G

Sample Student Writing

Pretest Writing Samples

Toby – Leg 1

Writing Situation: Suppose that you arrived at school and the principal told you that you were the substitute teacher for the day.

Directions for Writing: Before you begin writing, think about what might happen when you are in charge.

Now write a story about the day you were a substitute teacher at school.

Story:

If I was the sub teacher for one day, I would give my students recess all day and no homework at all. I would give them ice cream and candy.

Adam – Leg 1

Writing Situation: Suppose you found a magic wallet where you could take out any amount of money.

Directions for Writing: Before you begin writing, think about what you would do with the money.

Now write a story about when you found a magic wallet where you could take out any amount of money.

Story:

One day I found a wallet on the ground. I took the wallet. There was 5,000,000 dollars in it. I took the money in it and buy a i-pod touch. And the other half I would get a i-phone. The End

Trey – Leg 2

Writing Situation: Suppose that you arrived at school and the principal told you that you were the substitute teacher for the day.

Directions for Writing: Before you begin writing, think about what might happen when you are in charge.

Now write a story about the day you were a substitute teacher at school.

Story:

One day I was walking in the door and Miss Simpkins walk up to me and said you are the sub teacher. So I grab my stuff and go to the room. The bell rang about 3 minutes later. Everybody was in the classroom. I said let me tell you something. I'm the sub teacher for the day I said. The principal will be here in 2 hours to check on us. Let's go home will come back in 1 hour thirty minutes. I called Kyle and said "I'm home." Knows there, "Can I come to your house?" he said yah. I'll be there in five on my four wheeler. When I got there, we road four wheelers, we played the BS3 and went to McDonald's. Then went back to school. That's what happen the day I was teacher.

Cora – Leg 2

Writing Situation: Suppose you woke up one rainy morning. To your surprise, everything was flooded outside.

Directions for Writing: Before you begin writing, think about what you might do on the rainy day.

Now write a story about the rainy morning you woke up and everything was flooded outside.

Story:

One morning I woke up. I look outside and there was rain and the rain was falling so much it was flooded. I knew that we didn't have school so I went to the kitchen and asked my mom if I could go over to my friend's house and see if I could play out in the rain because it look like a swimming. But her mom said no. After the rain had stopped we went outside and play on the wet grass and we climbed the trees. But when we did it started to rain again and we had to go back inside. When I told my mom what had happened she said that I could do it again when it stopped.

Jess – Leg 2

Writing Situation: Suppose you woke up one rainy morning. To your surprise, everything was flooded outside.

Directions for Writing: Before you begin writing, think about what you might do on the rainy day.

Now write a story about the rainy morning you woke up and everything was flooded outside.

Story:

One gloomy morning I woke up and a hard down poor was nailing my window. I looked out my foggy window and everything was flooded. So I ran downstairs but I couldn't. So I put on my swimming trunks and went down. I looked around to find my little brother. I

found him in my parents' room. I said, "Con, jump in." "What?" my mom said. "That's how I came here," I said. "Show me," my little brother said to me. Just to show him, I battle to my room and got a nerf gun and when I got there I shot him in the forehead. And I went back and got some more guns and we had a big battle.

Vance – Leg 3

Writing Situation: Pretend one day you and your friends walked up to an old and abandoned house.

Directions for Writing: Before you begin writing, think about what you find and what you would do.

Now write a story about the day you and your friends walked up to an old abandoned house.

Story:

One day when I was playing in the leaves I heard someone say, "Hey guys let's go into that old abandoned house that old farmer use to live in." "Into that old house?" I said. Then we went the old farmer's house that he use to live in. "Ok," everybody said. Then I said, "How about when it turns nine." Everybody started looking at me. Then I said again because that when my parents go to bed. After it turned nine, everybody started to get on my porch and started throwing rocks at my window. Then I got dressed and went outside. Then we started going up the road to that old, old house of that farmer. A few minutes later after we got there I said, "This house is really creepy guys." Then we turned the doorknob and started heading in the house. The lights came on and I heard, "Surprise!" It was my birthday.

Vera – Leg 3

Writing Situation: Pretend one day you and your friends walked up to an old and abandoned house.

Directions for Writing: Before you begin writing, think about what you find and what you would do.

Now write a story about the day you and your friends walked up to an old abandoned house.

Story:

One day that was not normal was that I woke up in an abandoned house! I don't know how I got there and I can't remember yesterday. I try to get up but I'm chained to the floor. I can't help having shaky hands as I tug on the rusted chains. Suddenly, three keys appear. I don't know how but they were just floating in mid-air. I don't know what this game is called but I want outa here! I hear chains rattling as my hands get more shaky. I

think about what is going on for a while and guess that my way to freedom are those keys. But which one? I chose the one on the right. “Yes! It works,” I say. Next, I wonder around the “haunted mansion.” I call it because it is very huge. It is not really a house. It is a mansion after all. Oh, my gosh I say because there is a rotting corpse on the ground. It looked so disgusting. I almost gagged. And then I knew the truth. I knew exactly where I was. I was on “the house on haunted hill.” They said some surgeon that went crazy did “operations” here. More like murders! It used to be a hospital for mental people back in the 1850’s. That’s all I ever heard. Next, I came to a long corridor with a table. It has a diary and a map on it. I decide to take them with me. Next, I come to a lab. There are tubes, surgeon’s tools, and body parts, and “dynamite?” I came up with a brilliant idea! I follow the map to the front door and take the dynamite and jam it into the door cracks and if it blows the door off, I can get out.

Dan – Leg 3

Writing Situation: Pretend one day you and your friends walked up to an old and abandoned house.

Directions for Writing: Before you begin writing, think about what you find and what you would do.

Now write a story about the day you and your friends walked up to an old abandoned house.

Story:

One day me and my friends walk up to an abandoned house. It looked really old. We walked in the house. It was really scary. There was dust everywhere. On one side there was a hallway. On the other there was a staircase. First we went up the staircase. At the top of the staircase there was a door. We walked in to what looked like a ballroom. There were pictures of the same thing on each wall, a general. After that, one of the chairs moved. I got so scared I opened up the door and ran down the staircase and waited for my friends to come down. I waited. Then I called out their names, no answer. I started back up the stairs. I got to the top and opened up the door and something popped out at me! I stood there screaming then my friend took off the mask he was wearing to scare me. We shut the door and went downstairs and went out the door and rode our bikes home. That is what happened when me and my friends went into an abandoned house.

Intervention Writing Samples

Toby – Leg 1

Writing Situation: Suppose you walked outside and saw a huge tree. You noticed there was a small door in the side of the tree and you opened the door.

Directions for Writing: Before you begin writing, think about where you went and what you saw.

Now write a story about when you walked outside and saw a huge tree with a small door in the side of the tree.

Story:

One day I was outside climbing a tree. When I got back down, I noticed something very mysterious. There was a little door on the tree a little taller than a squirrel. Then I was wondering what a door was doing there. Then I was amazed and confused to see a squirrel walking out the door. So I got Wes and my friend Blair to come see it. We all felt weird to see it walking on two feet like that. Then we all went home and pretended it never happened at all.

Adam – Leg 1

Writing Situation: Suppose one day you found a time machine.

Directions for Writing: Before you begin writing, think about where you would go, what you would see, and what you would do.

Now write a story about the day you found a time machine.

Story:

One day we were so bored. I was playing in my yard with my friend. We were throwing the football. Then poof. A gigantic time machine popped out of nowhere. I was scared. It took me to Egypt. I saw a lot of things there. I saw some ancient gadgets. I was so happy to go there. I was amazed. It was fun. The end.

Trey – Leg 2

Writing Situation: Suppose you walked outside and saw a huge tree. You noticed there was a small door in the side of the tree and you opened the door.

Directions for Writing: Before you begin writing, think about where you went and what you saw.

Now write a story about when you walked outside and saw a huge tree with a small door in the side of the tree.

Story:

One day I went outside to play and I ran across a humongous tree. When I started to turn around I spotted a little brown door. So I decided to walk to the little, brown, shiny door.

When I went over to the door there was this big, red button. On the top of the button there was a word on it. The word was “past.” I was scared to push the button but I did anyway. Before I knew it I had a musket in my hands fighting the Nazis. I bet there was over 100,000 people in that war. During the battle I was talking to my partner, “Bob.” He said that we have been ready for this war for three years. Then in my head I heard a sound in my head. It was saying “Wake up. Time for school over and over.” Then I closed my eyes and opened them again and I realized it was all a dream.

Cora – Leg 2

Writing Situation: Suppose one day as you walked down the hallway at school, you heard some strange music coming from the custodian’s closet.

Directions for Writing: Before you begin writing, think about what happened when you opened the closet door.

Now write a story about the day you heard strange music coming from the custodian’s closet.

Story:

One day as I was walking down the hallway at school I heard some strange music coming from the custodian’s closet. I opened the door and saw my janitor sing and dance in the closet. He stopped the music and stared at me. He looked at me in a weird way. It seemed like I did something wrong. I asked him if I did do something wrong. He said, “No.” I wanted him to stop staring at me so I closed the door and put my ear to it and listened. He put the music even louder and more and more people started showing up. It seemed like he was having a party. I opened the door again and he stopped the music again and stared at me. I shut the door and ran home. I told my mom that my janitor had a party in the closet at school. She told me to calm down and to go to my room. She said that it was a dream the next morning.

Jess – Leg 2

Writing Situation: Pretend you went to the movies and the actors jumped out of the movie screen.

Directions for Writing: Before you begin writing, think about what might happen at the movies.

Now write a story about when you went to the movies and the actors jumped out of the movie screen.

Story:

One very suspicious day, we went to the movies. They were playing old movies. I went to go see Lord of the Rings with my little brother. He couldn't wait. Neither could I. When all of us got there we split up, me and Matt going to see our movie, while my dad and my mom went to go see their movie. To me, I like Lord of the Rings, but Matt never seen it before. He got the biggest popcorn box ever, but he hogged it all. We got to stage three and got on the top row. The movie previews were very boring, and by the time it started, I fell asleep. I woke up to a screaming sound. Everybody run for their lives, while me and Matt, well, we stayed. I looked at the screen, Smeagol wasn't on the screen. "Weird," I said. I started to walk out when somehow Smeagol was in one of the seats eating popcorn off the floor. He, from the looks of things, was extremely hungry. Matt, apparently went up to it and gave him some of his DP. I ran up to the popcorn booth and got all the popcorn I could and made a trail leading out of the theater. It worked, Smeagol ran to the door because I dumped an entire box of popcorn out. Then a car ran him over. Matthew was very sad because he liked Smeagol. They were both obsessed with popcorn.

Vance – Leg 3

Writing Situation: Suppose one day as you walked down the hallway at school, you heard some strange music coming from the custodian's closet.

Directions for Writing: Before you begin writing, think about what happened when you opened the closet door.

Now write a story about the day you heard strange music coming from the custodian's closet.

Story:

One fine evening I was at school in the hallway. I was at the custodian's closet. I heard some music. It sounded like jazz. It sounded funky. Then I went to open the door. I saw that there were stairs so I walked down them. I could see our janitor, Mr. Man. I said to him you're playing jazz. Mr. Man said that he was going to play it in the talent show at the end of the year. I think that's really cool. "Really." "Yes." It has been 5 months since that day and he was great at playing the saxophone. I really enjoyed it.

Vera – Leg 3

Writing Situation: Pretend you found a magic book. When you read the book, you traveled to the places you read about.

Directions for Writing: Before you begin writing, think about where you would travel and what you would do.

Now write a story about when you found a magic book and the places you traveled to when you read the book.

Story:

One day I was in the garage at my dad's house digging around the shop trying to find a project Dad and I were making. But, instead of finding our project, I found an old, mysterious book. I opened the book and the first thing I saw was outer space! The picture was moving too! I was shocked to see astronauts floating slowly out of a rocket that was landed on the moon. I flipped the page again and this time I saw the ocean! Little fish swimming everywhere and seahorses trotting near the ocean floor. At last, I found my favorite place in the world...Africa! Just as I started reading, my dog Ginger came bounding through the open door. I sat down on the floor with my dog and began reading again. Next, an hour later I finished the page. When I looked up I was not in the shop, but I was in Africa! I leaped to my feet, wide-eyed and scared. Ginger woke up too. Startled by my quick movement, she crouched defensively in front of me and growled at a lion. When the lion was gone she bounded to my side and wagged her tail. I tried to move but I couldn't. Finally, I was able to move but the only other problem was a whole pride of lions and lionesses were circling around us. I was kinda hoping that this trip would end up better but being pestered to death by my little brother is better than being eaten alive by lions.

Dan – Leg 3

Writing Situation: Pretend you found a magic book. When you read the book, you traveled to the places you read about.

Directions for Writing: Before you begin writing, think about where you would travel and what you would do.

Now write a story about when you found a magic book and the places you traveled to when you read the book.

Story:

A week ago I found a book, but this wasn't just any book, it was a magical book. I found it under my bed. I didn't even know it was there. I looked inside it, it was an ordinary book. I started to read it. It was about Hawaii. I read some more and poof. I was in Hawaii. How did I do that? I turned the page and that page was about China. Then I realized that the book was magic. Well, I stayed in Hawaii for a while, until...I heard my mom calling from inside the book. Dinner! I flipped to a page that said America and I started reading it and poof I was sitting on my bed with the book in my hand. "Coming," I said and went to the kitchen.

Posttest Writing Samples

Toby – Leg 1

Writing Situation: Suppose you are going to walk your friend's dog and as you open the door the dog runs away.

Directions for Writing: Before you begin writing, think about what the dog might do and where the dog will go.

Now write a story about going to walk your friend's dog and the dog running away.

Story:

One day I was walking my friend's dog and when I was done, as soon as I opened the door the dog ran. "I feel terrible," I said. "It's not even my dog." I searched and searched all over the neighborhood and finally found the dog in the dreaded creek. I tried to grab it and I fell in the water. I got the dog and I was happy but wow, I had another thing coming. My friend was mad because I was late.

Adam – Leg 1

Writing Situation: Suppose one day you woke up as a famous person.

Directions for Writing: Before you begin writing, think about who you would be, where you would go, what you would see, and what you would do.

Now write a story about the day you woke up as a famous person.

Story:

One day I woke up and I was Jessy McCartney. I went to my concerts. I was nervous in all my concerts. Then I saw lots of metal all around. I was 51 years old and I was rocking out with my guitar on stage practicing a new song and then I went back to my house and played my video games. I played guitar hero and then I got bored. Then I played Halo Wars. The End.

Trey – Leg 2

Writing Situation: Suppose you are going to walk your friend's dog and as you open the door the dog runs away.

Directions for Writing: Before you begin writing, think about what the dog might do and where the dog will go.

Now write a story about going to walk your friend's dog and the dog running away.

Story:

One day I asked my dad if I could walk to my friend's to walk the dog. He said, "Go ahead." So I walked over there. When I got the door open the dog ran out of the house. At the same time I was nervous but happy. The next day, I got up real early to put some traps out. When I went to see if there was anything in the traps, there was everything except the humongous dog. I was scared and frightened. I did not know what to do. The next day I went to check the traps and he was not there. But he was dead on the road. I was sorry and I really never forget this. That's what happen the day I went to my friend's house to walk the dog.

Cora – Leg 2

Writing Situation: Suppose one day you woke up as a famous person.

Directions for Writing: Before you begin writing, think about who you would be, where you would go, what you would see, and what you would do.

Now write a story about the day you woke up as a famous person.

Story:

One night as I went to bed I felt kinda weird. So I told my mom and she just told me to go to bed. The next morning I woke up and got dressed and went to school. When I got there everyone started screaming and running after me. I asked my teacher if she could tell them to stop and I asked her why they were doing that to me. She said, "Because you are Carrie Underwood." She asked me if she could go to one of my concerts. I told her I wasn't going to do any concerts. She was very upset that I wasn't going to do anymore. So I went home and went to bed and I woke the next morning and went to school. When I got there it was back to the way it was before.

Jess – Leg 2

Writing Situation: Pretend you found a magic key. You learn that this key can open up any door in the world.

Directions for Writing: Before you begin writing, think about where you would go and what you would do.

Now write a story about when you found a magic key and the key can open up any door in the world.

Story:

One very extremely boring day I walked on a dirt path and found a key. I was confused. "What would a key doing on the path?" I asked myself out loud. I went to a door and tried to open it. It actually worked! So I went home and showed it to my family. They were very surprised, yet confused just like me. I started to help people unlock their cars,

doors, and lockers. Then I got a job as a key guy. I was very good most people would say. Most people left me an extra tie. I liked this booming, new, fantastic job. I took my key all around the world and back to unlock cars, doors, lockers, safes, and more. Finally, I decided to quit my job and return to my house. I sold the key and gave the money to charity. But one problem...I had to go back to school.

Vance – Leg 3

Writing Situation: Pretend you found a magic key. You learn that this key can open up any door in the world.

Directions for Writing: Before you begin writing, think about where you would go and what you would do.

Now write a story about when you found a magic key and the key can open up any door in the world.

Story:

One fine ordinary day I was playing video games. My brother Erick said, “Let’s go look for stuff in the attic.” I went up the steps and went in the attic. Then I picked up the picture on the floor. I saw a key. It sparked in the sun. I told my brother that I was going back downstairs. The strange key has a skeleton on it. I noticed that it was a skeleton key. I remembered that if anyone has a skeleton key they can open any door. So I went to open old Mrs. Jennifer’s old, old house my friends told me to go to. So I opened the door and boo! Welcome to Mrs. Jennifer’s haunted house. I remember now it’s Halloween night. It was the best Halloween ever!

Vera – Leg 3

Writing Situation: Pretend you found a magic key. You learn that this key can open up any door in the world.

Directions for Writing: Before you begin writing, think about where you would go and what you would do.

Now write a story about when you found a magic key and the key can open up any door in the world.

Story:

One bright and sunny morning I woke up and went to the back door to feed my dog Ginger. When I opened the door I caught a glimpse of something stuck in one of the cracks in porch floor. I took a closer look. I saw that it was a key. The key was a small golden one with a silver key ring attached to it. I realized that it didn’t have a brand name so I decided to go door to door to find out whose it was. Next, I got ready and headed

outside. Usually, no one was home on Sundays because they all went to church. The first house I knocked on was empty, but I tried the key anyway. It opened! I stepped inside and saw boarded windows and tarp sheets. I figured they must have moved so I tried the neighbors but they weren't home either. I got very curious so I tried their door. Once again, it opened. I tried every house in the neighborhood but that key opened all of the doors. At last, I just decided to put it in my safe so I walked back home and got out my safe. Once again my curiosity kicked in and I tried to open the safe with the key. I wondered how a key could possibly open a combination safe. I thought it was impossible but I put the key by the safe and watched the numbers move all by themselves! I was so Afreaked out! I really could not believe that a key could open up any door or lock in the world. I put the key in the safe but it would not lock so I got my dads duck tape and taped it shut. And now to this very day, I still have the key that could open up any door in the world.

Dan – Leg 3

Writing Situation: Pretend you found a magic key. You learn that this key can open up any door in the world.

Directions for Writing: Before you begin writing, think about where you would go and what you would do.

Now write a story about when you found a magic key and the key can open up any door in the world.

Story:

One day I was walking in the park and there was a shiny blue key. I wondered what it opened. I walked up to a door the bank door and pushed the key in. The door clicked. I turned it and the door opened. I was in. I closed the door and locked it back. I walked up to the grocery store and pushed the key in. The same process and the door opened. It was like the key to every store ever built. Then the key started to sparkle. Then I though it was magic. So I ran to my house and put it up with the other special thing that I have already gotten. So I didn't tell anybody about the key, so I kept it.

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